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RWANDA**

COLLEGE OF EDUCATION

SCHOOL OF EDUCATION

**INFLUENCE OF HEAD TEACHERS' INSTRUCTIONAL
LEADERSHIP ON TEACHERS' PROFESSIONAL
PRACTICES IN PRIMARY SCHOOLS OF MUSANZE
DISTRICT**

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A Thesis submitted to College of Education, the School of Education in partial fulfillment of the requirements for the award of the Degree of Master of Education (MED) in Educational Leadership and Management of the University of Rwanda

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August, 2022

DECLARATION

I, NIRERE Jeannette, do hereby declare that this is my own work. It is being submitted for the degree of Master's in Educational Leadership and Management at University of Rwanda College of Education. It has not been submitted before for any degree or award at any other University.

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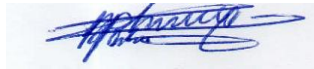
04th day of August 2022

APPROVAL

I, Dr. NTAWIHA Philothere, acknowledge that this work has been done under my supervision and hereby submitted upon my approval.

Dr NTAWIHA Philothere

Signature:

A handwritten signature in blue ink, appearing to read 'NTAWIHA Philothere', is written over a light blue rectangular background.

04th day of August 2022

DEDICATION

First and foremost, this work is dedicated to my parents, Silas NGARUKIYE and Laurence NYIRAHABIRYAYO, my late elder brother HAKIZIMANA Theogene for their inspiration they instilled in me since my childhood. This work is a fruit of their effort invested in my journey of schooling. I will always be grateful to you for your good legacy. In conclusion, I dedicate this work to my daughters INEZA Elvire and GIHOZO KEZA Ornella for their patience, support, and encouragement I needed to complete the work. Thank you, my daughters.

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May God our Lord bless you all!

ABSTRACT

School headteachers' leadership is critical to the academic life of both teachers and students in a school. Headteachers, as school leaders hold a position which has a great potential for maintaining and improving the quality of instruction in schools. The purpose of this study was to assess the influence of headteachers' instructional leadership on teachers' professional practices in primary schools of Musanze district. Specific objectives of this studies were (i) to identify the level of instructional leadership practices implemented by headteachers in primary schools of Musanze district, (ii) to identify the level of professional practices performed by teachers of primary schools in Musanze district and (iii) to find out how headteachers' instructional leadership influence teachers' professional practices in primary schools of Musanze district. The mixed research design was used to describe degree to which the variables are related, and the stratified sampling techniques was applied to obtain a representative sample. In this study, 14 headteachers and 216 teachers were related as informants using reliable questionnaires and interviews as instruments to collect data and validity was also checked. Mean and standard deviations distribution were displayed reporting on headteachers' instructional leadership role and teachers' professional practices in primary schools of Musanze district. Also, regression coefficients were used to determine the relationship between headteachers' instructional leadership role and teachers' professional practices in primary schools of Musanze district. The findings revealed that headteachers' instructional leadership is less enacted in primary schools of Musanze district the same as the teachers' professional practices which are less observed in primary schools of Musanze district. However, the findings demonstrated a significant positive relationship between instructional leadership practices and teachers' professional practices. So, this study revealed that instructional leadership of school headteachers was critical to the improvement of teachers' professional practices which means that the headteacher who work as instructional leader is needed in school as he/she is the one who can shape the favourable working conditions of teachers and affects the quality of their performance in their professional practices which consequently lead to the improvement of learning outcomes. The policymakers should encourage the use of instructional leadership to improve teachers' professional practices.

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LIST OF ABBREVIATIONS AND ACRONYMS

A0: Bachelor's degree

A1: Diploma

A2: Certificate

BLF: Building Learning Foundation

CPD: Continuous Professional Development

DDEs; District Director of Education

DEOs:8 District Education Officers

ESSP: Educational Sector Strategic Plan

HI: Headteachers Instructional Leadership

MINEDUC: Ministry of Education

Mn: Minimum

Mx: Maximum

REB: Rwanda Basic Education Board

SD: Standard Deviation

SGAC: School General Assembly Committees

SEIs: Sector Education Inspectors

SPSS: Statistical Package for the Social Sciences

TPP: Teacher professional Practices

UR-CE: University of Rwanda- College of Education

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CHAPTER ONE: INTRODUCTION AND CONTEXT OF THE STUDY

Introduction

In this first chapter of the study, we shall discuss the background to the study, statement of the problem, purpose and objectives, research questions, significance of the study and operational definition of key terms of the study.

Background to the Study

A key element in the success of school improvement initiatives and the overall performance of the school is the principal's instructional leadership (Lunenburg, 2010). For Hoy and Hoy (2003), teaching and learning come first and foremost in schools; all other endeavours are subordinate to these fundamental activities. Numerous academics concur that the principal's level of leadership inside the school determines the school's performance and efficiency (Charlton, 1993; Coleman, 1994; Dubrin, 1995; Garman, 1995; Hallinger & Heck, 1996; Smith & Andrews, 1989; Tyler, 1989; West-Burnham, 2001 cited by Sekhu, (2011). Strong leadership in this area, as well as efficient teaching methods and the ability to enhance student learning, are characteristics of high performing schools. Headteachers play a key role as instructional leaders in directing teaching for learning and assisting teachers and students in their pursuit of educational achievement (DeMatthews, 2014). As emphasised by Dinham (2013), Alam and Ahmad (2017) as well as Robinson (2007), headteachers' instructional leadership influences students' outcomes by putting an emphasis on teachers and the calibre of instruction that schools offer to students. This recommends that the primary role of school headteacher is to guide and support teachers to be much more equipped with skills and resources needed to successfully implement curriculum in classroom. As learners 'success depends drastically on teacher competence, the teacher competence in turn relies greatly on the ability of headteacher to

support and influence teachers' teaching approaches. This is why, at all costs, headteachers need to ensure that teachers remain professionally and pedagogically competent and that they use the best practices for the sake of improved learning in the classroom (Coldren&Spillane,2007; Oplatka, 2017).

According to Leithwood, Jantzi and Steinbach, (2000); a strategy utilized by school leaders is instructional leadership, which focuses on teachers' activities in specific situations that have a direct impact on students' academic progress. The responsibilities of school headteachers, which include formulating and communicating the school's goals, establishing clear standards, coordinating the curriculum, observing and evaluating teachers' classroom activities, inspiring students to learn, and fostering teachers' professional development, are very closely related to instructional leadership (Noor et al., 2018).

The study conducted by Mary E. Martin on Quality of Instructional Leadership Among Principals in High -Performing Christian Schools in USA, revealed that the three facets of Hallinger's instructional leadership model from 1990—creating a supportive school atmosphere, overseeing the teaching plan, and establishing the school mission—were all actively pursued by principals (Martin, 2018). Also, Supovitz, Sirinides and May, (2010) in their study of how school principals' and peers' influence on teaching and learning in 38 middle and elementary schools in the South-Eastern United States found that a good and substantial predictor of teachers' change in instruction is the leadership of the headteacher. And this demonstrated that instructors who made major adjustments to their teaching methods are connected with headteachers who put an emphasis on instruction, develop community and trust, and clearly convey the school's vision and goals. Teachers can collaborate and actively interact with one another about teaching and learning challenges when the school's mission and goals are developed, and a collaborative environment is created (Supovitz, et al., 2010).

Instructional leadership in the Omani context, is used as the key to implement the reform for 21st century. This is realised in the method of selecting and training headteachers and the tasks and responsibilities entrusted to the school headteachers in Omani. Head teachers' responsibilities as leaders in instruction include: 1. coordinating a range of activities that are essential to the success of the student teaching and learning process, such as the annual planning of the school's curriculum, the satisfaction of students' educational and instructional needs, the implementation of remedial programs with senior teachers, and the creation of educational activities inside and outside of the school; 2. Taking part in the creation and execution of professional development programs, as well as in the supervision of faculty members who teach and other related professions; 3. continually enhancing the connections and relationships between the school and the community; and 4. Activating the school's role as a community service in order to support the academic and instructional activities taking place there. The Ministry of Education has published guidelines for choosing in-service administrative and supervisory bodies, which pertain to the selection criteria for school headteachers in the Sultanate of Oman. Those include a number of standards created to promote the headteacher's function as an instructional leader and keep instructional leadership as a crucial consideration in hiring school heads. The candidate's teaching experience is one of the factors listed in the directory of choosing in-service administrative and supervisory faculties, as this enables the principal to comprehend instructional curriculum and create annual and daily plans. In addition to this, Participation in seminars and lectures, as well as conducting scientific research that is thought to enhance his or her leadership position in enhancing student learning, are all criteria. The criteria also emphasize the candidate's attention on enhancing the teaching and learning environment for instructors and students, as well as his or her discipline in the workplace and interpersonal interactions with members of the school community (Yasser, Al-Mahdy, & Al-kiyumi, 2015).

In Canadian schools, headteachers are highly effective instructional leaders. They build and communicate effectively common goals, common sense of purpose and clear vision. Vision and goals are shaped and shared into collaborative work and tasks are clearly defined to facilitate their accomplishment. Headteachers also create family-based working and learning environment, care, listen and support teachers on professional and personal matters. They (headteachers) enable group of teachers to work together, plan, and collectively decide what is to be done to bring about changes in teaching and learning. Headteachers are always available to teachers. This has been proved by Beauchamp and Parsons (2012) in the study conducted on what makes a good place for teaching and learning in Alberta, Canada (Beauchamp & Parsons, 2012).

In England, the characteristics and functions of headteachers as instructional leaders are much more observable. The headteachers work hard and give much time to teaching and learning by providing learning resources and building structures and systems supportive to teaching and learning. Headteachers organise and help teachers to work in teams to support one another characterised by professional openness, unity purpose clear and shared goals and education value because headteachers in England recognise the effort of everyone in school success. Headteachers are approachable and available to teachers and learners and talk and listen to them about instructional issues. They (headteachers) monitor teachers by looking at their weekly plan, visiting them in classrooms, promote professional dialogue by staff meetings, joint plan meeting and informal discussions with teachers and these best practices of headteachers boost effective teaching practices in schools. This has been proved by Southworth (2002) in the study conducted in Primary schools of England about the characteristics of successful headteachers and their influence on quality of teaching and learning (Southworth 2002).

The studies conducted in South Africa; the findings revealed that there is low level of involvement in instructional leadership as headteachers. Headteachers are swamped with the administrative tasks even if they consider instructional leadership to be their primary responsibility. Headteachers are much more involved in managerial activities such as reporting, finance management, ground building and maintenance, handling relations with parents in the ways that it is impossible for them to provide enough time on instructional issues (Mestry, Moonsammy-Koopasammy & Schmidit, 2013; Hoadley, et al.,2009; Taole, 2013). The findings on studies conducted in Kenya about School principal instruction leadership revealed that the top performing schools have principals who focus on instructional leadership. They focus on school mission, expectations for success, home- school relations, orderliness. The principles in these top performing schools ensure the achievement of established goals and mission by creating good environment in which teachers and learners feel comfortable to teach and learn.they supervise teachers ‘work and encourage them to regularly update their professional documents. They check learners ‘documents to ensure the accomplishment of the programme, they provide teaching resources, conduct staff meeting, organise and ensure joint planning activities, and these are among the factors which contribute to teachers’ effectiveness and learners’ success in top performing schools in Kenya. This is proved by Lydiah and Nasongo (2009) as well as Nyagosia, Waweru and Njuguna (2013) in the studies conducted to determine the role of principal in influencing academic achievement in secondary schools in Kenya.

In Tanzania, Head of schools are not active in different instructional tasks such as coordinating curriculum, monitoring teachers ‘classroom teaching, they check the documents of teachers (scheme of work, lesson plans, subject logbooks) not for the purpose of ensuring that the programme is covered timely and effectively but for the sake of formality because the documents will be also checked by the external inspections (Manasseh, 2016).

In Rwanda, instructional leadership has not been given a significant attention as there is only one study conducted on instructional leadership which focused only in secondary schools (Sibomana, 2019), and the findings revealed that school principal in Nyamagabe district enact various instructional leadership behaviour including defining and communicating school goals, promoting teacher professional growth, supervision instruction and providing a feedback, securing and allocating resources to instruction and aligning curriculum materials with student needs. Also, the findings revealed that principals from boarding schools are more active in instructional leadership than principals from non-boarding schools. It has been found that all principals do perform instructional leadership behaviours in general at the moderate level (Sibomana, 2019).

Even if some empirical researches have been conducted on school leadership in primary schools with scant aspects of instructional leadership (Karareba, et al., 2019; Ntahomvukiye, et al., 2017; Ntirandekura, 2019) there is no single research which has attempted to provide a holistic insight into head teachers instructional leadership and its influence on professional practices of teachers in primary schools. Among the studies that were conducted on school leadership in primary schools include the one by Ntahomvukiye, et al. (2017). Analytical study on leadership and demonstrated competencies among primary school head teachers in Rwanda, Ntahomvukiye, et al. (2017) indicated that despite the fact that instructional leadership is widely acknowledged as crucial in reforming the school in an effort to define the school's vision and goals, manage the instructional program, and foster a safe school environment, such competencies were found to be rare among headteachers (Ntahomvukiye, et al. 2017). It is in this regard that the researcher decided to deeply study the influence of headteachers' instructional leadership on teachers' professional practices in primary schools of Rwanda focusing in Musanze district.

Statement of the problem

Headteachers play a key role as instructional leaders in directing teaching for learning and assisting teachers and students in their pursuit of educational achievement (DeMatthewsc, 2014). As learners ‘success depends drastically on teacher competence, the teacher competence in turn relies on the ability of headteacher to support and influence teachers’ teaching approaches. Therefore, at all costs, headteachers as instructional leaders need to ensure that teachers remain professionally competent and that they use the best practices for the sake of improved learning in the classroom (Coldren & Spillane, 2007; Oplatka, 2017).

The fact that teachers are the most influential factor to student learning, and that the link between headteachers and teachers is vital in increasing student performance (Dinham, 2013. and Ail et al 2015), It could be very useful to have better understanding on instructional leadership of headteachers and its influence on teachers ‘professional practices in a school.

Having an effective school leader in every school in Rwanda is one of the Ministry of Education's (MINEDUC) strategic priorities (ESSP outcome 9.1 for 2018–2024). Having an effective leader in every school is a crucial strategic decision because strong school leaders are crucial to improving teaching, creating outstanding institutions, and, ultimately, improving student learning outcomes. For failing schools to be turned around, effective school leadership is extremely crucial. (2018/2019 to 2023/2024 ESSP 9.1) (REB, 2020).

Even if we are struggling to find ways of improving learning outcomes by reducing students ‘failure which causes repetition and sometimes drop out; very few studies have been conducted in school leadership and there is no single research which has attempted to provide a holistic insight into head teachers instructional leadership and its influence on professional practices of teachers in primary schools.

Only, some empirical researches have been conducted on school leadership in primary schools with scant aspects of instructional leadership (Karareba et al, 2019, Ntahomvukiye et al 2017, Ntirandekura.A 2019).

Therefore, considering the role of school headteachers in enhancing the quality of teaching and learning and taking into account the government's education strategic priority of having an effective school leaders who are able to promote the improvement of teaching, excellent schools and ultimately, improved student learning results; considering also the gap in studies conducted in Rwanda which is still in instructional leadership of primary school headteachers and its effect on teachers' professional practices, it is very important to carry out this research to identify the instructional leadership practices of primary school head teachers which are mostly like to influence the teachers' professional practices for student learning outcomes improvement.

Purpose of the Study

The purpose of this study is to find out the influence of instructional leadership practices on teachers' professional practices in primary schools of Musanze district.

Objectives of the Study

1. To identify headteachers instructional leadership practices in primary schools of Musanze District
2. To find out teachers' professional practices in primary schools in Musanze district
3. To find out how headteachers' instructional leadership influence teachers' professional practices in primary schools of Musanze district.

Research questions

This study sought to answer the following research questions:

1. What are the headteachers instructional practices in primary schools of Musanze district?

2. What are the teachers' professional practices in primary schools of Musanze district?
3. How does headteachers' instructional leadership influence teachers' professional practices of primary schools in Musanze district?

Significance of the Study

Instructional leadership in Rwandan context is under-researched area of study with no deep information about the connection between the instructional leadership practices and teachers' professional practices in primary schools of Rwanda; this is the gap in knowledge this study seeks to address.

We usually relate the poor academic performance of students to the teachers 'incompetence in instruction and teaching but not to the poor leadership of school. This also motivated the researcher to carry out this research to assess the extent to which teachers receive the appropriate support from their headteachers to be able to perform their tasks effectively.

This study of the effect of instructional leadership practices on teachers' instructional practices in primary schools of Rwanda, will generate information on the roles that headteacher as instructional leader can play to raise up the teachers' professional practices. This study will be also useful for policymakers, education stakeholders such as heads of primary schools, district educational officials and other educational partners as they can use the findings from the study to join forces and reinforce or strengthen instructional leadership for quality teaching to improve learning outcomes in schools. The findings from this study will be useful as source of secondary data references for the researchers who may wish to study the same areas.

Operational definition of key terms

In this study, the terms such as Instructional leadership, teachers' Professional practices have been operationally defined as follow:

1.8.1 Instructional leadership

In this study, we defined instructional leadership as a leader's influence on teaching and learning through activities related to outlining the institution's mission and vision, motivating staff to reach their objectives, and coordinating classroom-based initiatives for institutional improvement.

1.8.2 Teachers' professional practices

Professional practices in the context of curriculum delivery refer to pedagogical methods, classroom strategies, and the management of resources, content, and students. Teachers can engage students in learning and instil values. They are able to establish and uphold welcoming, challenging, and safe learning environments as well as fair and equitable behaviour control strategies. Teachers employ a variety of efficient teaching techniques to carry out thoughtful lesson plans and programs. To make sure they are meeting their students' learning needs, they regularly examine every area of their teaching practice. To make sure they are meeting their pupils' learning needs, teachers regularly examine every aspect of their teaching methods. They analyse and apply student assessment data to identify learning roadblocks and provide goals for pupils to raise their performance levels. They function well at all phases of the teaching and learning cycle, including preparation for instruction and assessment, creation of instructional programs, instruction, assessment, feedback on student learning, and reporting to parents/carers.

CHAPTER TWO: LITURATURE REVIEW

2.1 Introduction

This chapter examines literature on the topic the influence of head teachers' instructional leadership on teachers' professional practices in primary schools. It is organised in five sections which are theoretical literature review, theoretical framework, conceptual background and empirical review to the research variables.

2.2 Theoretical literature review

The theoretical framework is the theories for headteacher's instructional leadership and teachers' professional practices.

2.2.1 Theories of instructional leadership

Without regard to the socioeconomic status or family circumstances of their students, researchers of the effective school movement in the 1980s contrasted effective schools with ineffective ones. This body of research convinced policymakers and academics that instructional leadership from principals who place a high priority on teaching and learning is necessary for school effectiveness (Hulya and Lesinger, 2018).

2.2.1.1 *Instructional Leadership Models*

The studies on instructional leadership that looked at the actions of headteachers whose schools are regarded as excellent schools resulted in the development of numerous conceptual models of instructional leadership (examples of studies made by Southworth G., 2002; Blasé, J. & Blasé, J.,2000 and, Hallinger, P. and Murphy, J.,1985)

- **Instructional leadership model by Southworth**

Southworth discovered three effective ways for enhancing teaching and learning while doing qualitative study with primary heads of small schools in England and Wales.

Modelling: This is the strategy in which head of school uses teaching as an example of what and how to do things, working with staff in their classrooms, coaching staff, and intentionally using assemblies as an opportunity to promote and reinforce education principles and practices were all examples of ways that teachers may help students.

Monitoring: This is the strategy in which head of school evaluates student, class, and school levels of performance and growth by assessing test and assessment, visiting classrooms, looking at samples of students' work, monitoring the execution of school policies, and looking at teachers' weekly plans.

Professional dialogue: Staff meetings, collaborative planning sessions, practice reviews, data analysis on student learning, and general teamwork are used to implement this technique.

- **Instructional leadership model by Blasé, J. and Blasé, J.**

Blasé, J. and Blasé, J. realised two dimensions.

Talking strategies with teachers to promote reflection: This dimension includes offering advice, providing feedback, modelling, using inquiry, seeking counsel and opinions, and expressing gratitude

Promoting professional growth: With regard to this dimension, school leaders employ six tactics: putting a focus on the study of teaching and learning; encouraging teacher collaboration; supporting teacher coaching relationships; encouraging and supporting program redesign; applying adult learning growth and development principles to all phases of staff development; and using action research to guide instructional decision-making.

Instructional leadership model by Hallinger, P. and Murphy, J.

A comprehensive and dominant model of instructional leadership was developed by Hallinger, P. and Murphy, J. (1985, 1986) cited by David Ng, (2019).

This model suggests three key areas where the principal can exercise instructional leadership: defining the school's mission, managing the instructional program, and promoting a positive school learning climate. Eleven instructional leadership functions are further representations of these three dimensions.

Mulgata (2015) found that this model has been utilized the most frequently in empirical research, hence it has also been selected as this study's framework.

Figure 1: Instructional leadership framework

Instructional leadership dimensions of principal	Instructional leadership functions
1. Defining the school mission	1. Framing the school goals 2. Communicating school goals
2. Managing the instructional program	3. Supervising and evaluating instruction 4. Coordinating curriculum 5. Monitoring student progress
3. Promoting a positive school learning Climate development	6. Protecting instructional time 7. Promoting professional development

8. Maintaining high visibility
 9. Providing incentives for teachers
 10. Developing and enforcing academic standards
 11. Providing incentives for learning
-
-

Dimension 1: Defining the school mission

It's common knowledge that instructional leaders have an idea of what the school should be attempting to achieve. The two tasks included in this dimension are framing and expressing the school's goals (Hallinger and Murphy, 1985). This dimension assumes that the school leader is responsible for ensuring that the school has a clear academic mission and communicating it to the school staff, but it does not imply that the headteacher alone defines the school's mission (Geleta, 2015). It is not enough to just declare a strong school vision and mission; instead, the school's objectives must be implemented through planning, continually assessed in light of evolving circumstances, and revised as needed to keep them current (Hulya, and Figen, 2018).

Framing the school goals: This function relates to the principal's engagement with the staff to make sure the school has quantifiable objectives that are centred on the academic advancement of its pupils. Principals have a significant impact on the effectiveness of their schools through the establishment of a defined school mission. Through this channel, school leaders influence teachers' expectations as well as students' opportunities to learn (Geleta, 2015).

In this function, the areas on which personnel will concentrate their efforts and resources throughout a specific school year must be decided. Goals that are focused on student accomplishment are frequently well stated in instructionally effective institutions. Fewer goals are prioritized in order to

focus staff efforts and school resources. It seems to work best to have a small number of coordinated goals, each with a controlled scope. The objectives must include information on student performance from the past and present, as well as staff duties to accomplish them.

The opinions of the staff and parents appear to be crucial when formulating the school's objectives. The performance goals should be measurable (Hallinger and Murphy, 1985).

Communicating school goals: The headteacher must also effectively convey the school's objectives so that everyone in the school community is aware of them and supports them. This function is involved with how the principal conveys the school's significant objectives to staff members, parents, and students. The head of school must make sure that the staff understands the significance of school goals by routinely reviewing and discussing them with them throughout the academic year, especially in light of decisions on curriculum, instruction, and funding. Both formal communication such as staff meeting, parents and teachers' conferences, school handbook, Assemblies and informal interactions like conversation with staff can be used to communicate the school mission (Hallinger and Murphy, 1985).

Dimension 2: Managing the instructional program

As revealed by Hallinger, P. and Murphy, J. (1985), Working with teachers in areas especially linked to curriculum and instruction is part of this aspect of instructional management. This dimension integrates three leadership functions: supervising and evaluating instruction, coordinating curriculum and monitoring students' progress which are elaborated below.

Supervising and evaluating instruction: Hallinger, and Murphy, (1985) stated that ensuring the school's objectives are implemented in classroom instruction is the principal's primary responsibility. This entails matching the goals of teachers' classrooms with those of the school, supporting teachers' instruction, and observing classroom instruction through frequent visits to classrooms.

Feedback given to instructors for both supervising and evaluating purposes should be detailed and related to the teachers' individual educational techniques.

As cited by Geleta, (2015), Yunas and Iqbal, (2013) indicated that this function is employed to promote staff development, influence teacher behaviour in the classroom, and facilitate the choice, development, use, and assessment of effective educational methodologies and resources. One of the most effective methods for gathering data on students' learning progress is classroom observation, which includes interviewing chosen students and randomly checking assignments and notebooks. Additionally, it was claimed that the principal was able to identify chances for enhancing the technical components of instruction by visiting classes.

Coordinating curriculum: This responsibility of the principal is to make sure that the learning objectives of the school are closely related to the content covered in the classroom and accomplishment examinations and tests (Hallinger and Murphy, 1985). The headteacher, who serves as the instructional leader, is in charge of coordinating the curriculum across grade levels and making sure that the academic goals of the school are converted into common curricular objectives that teachers cover within the designated time limit Sholars (Yunas and Iqbal, 2013) cited by Geleta. (2015).

Monitoring students' progress: headteachers in this area play important roles in various ways. Principals of schools take on the role of instructional leaders, working closely with instructors to evaluate assessments and tests to track students' development over time. Using the findings, the principles enable teachers and students in their improvement while also assisting parents in understanding where and why change is required. By timely and helpfully distributing test results to teachers, discussing the results with the staff as a whole, with grade-level staff, and with individual instructors, the leader plays an important part in tracking students' growth. Test results are used for goal-

setting, curriculum assessment, teaching evaluation, and tracking academic progress (Hallinger and Murphy, 1985).

Dimension 3: Promoting positive school learning climate

This dimension refers to the standards and behaviors of the staff and students that have an impact on learning in the classroom (Hallinger and Murphy, 1985). This dimension of instructional leadership assists the principal in influencing the social structure and creating environments that promote the teaching and learning process (Kruger, 2003). Hallinger and Murphy, (1985) outlined the following six responsibilities for instructional leaders.

Protecting instructional time: If announcements, tardy students, and requests from the office frequently stop instruction, teachers' classroom management and instructional talents are not being used to their full potential. By creating and enforcing school-wide policies, the administrator can exercise control over this activity. Principals who successfully put rules into practice can lengthen the time allotted for study and, perhaps, improve students' performance (Hallinger and Murphy, 1985).

Promoting professional development: There are various ways for headteachers to assist teachers in their efforts to enhance instruction. They can lead in-service training sessions and alert teachers to staff development opportunities. as well as ensuring that the goals of the school are strongly related to staff development initiatives. Performing this duty also entails supporting classroom implementation and aiding teachers in integrating abilities acquired through staff development programs (Hallinger and Murphy, 1985).

Maintaining high visibility: Interaction between the principal and students as well as with teachers is increased by significant visibility on the school site and in the classrooms. Administrative tasks are not expected to take up most of the time that instructional leaders are expected to devote to dealing with curriculum-related issues (Hallinger and Murphy, 1985). For instance, in the

United Kingdom, most principals spend an average of twenty percent of their time in a week on teaching (Phillips, 2014). Similarly, Bush and Glover, (2003) identifies instructional leadership as a sort of active, collaborative leadership in which the principal collaborates with teachers and students to develop the school as a workplace in respect to common objectives.

For Phillips, (2014), Leading a school's instructional program requires a dedication to embodying a vision of successful teaching and learning, which involves focusing on learning objectives, exhibiting learning behaviours, and developing instructional programs and activities.

Providing incentive for teachers: Under this function, principal sets up work structure that rewards and recognises teachers for their efforts.

Providing incentive for learning: By constantly awarding and acknowledging students' academic performance before the class and the school as a whole, the principal fosters a learning environment where students respect academic achievement. The principal plays a crucial role in tying together the classrooms and the school's rewards system and assuring their mutual support.

Developing and enforcing academic standards: High expectations are reinforced by well-defined, clear standards, which are essential for enhancing student learning. When the number of students expected to master fundamental abilities increase, successful schools tend to encourage high standards and demand mastery of a certain set of skills before allowing pupils to advance to the next grade (Hallinger and Murphy, 1985).

2.2.1.2 The school headteacher as instructional leader

Apart from the eleven functions of instructional leaders defined by Hallinger and Murphy, (1985) said above; other authors identified the similarity in other words. As said by Sibomana, (2019), from different authors; the school headteacher who is an instructional leader ensures that instructional quality is the top priority of the school and works collaboratively with teachers and makes a school a learning place in relation to shared goals, teacher

collaboration, teacher learning opportunities, teacher commitment and student learning.

An instructional leader is a leader who always: 1) spends most of the time dealing with curricular, 2) strives for excellence in teaching and learning, 3) ensures that instructional improvement is strongly reinforced in the classrooms, 4) has sufficient teaching experience and good understanding of the instructional challenges faced by teachers, 5) has enough knowledge and experience with effective teaching, and 6) encourages best practices in teaching and motivates teachers to use them in classrooms. The school headteachers who display these characteristics prioritises instructional activities and focuses on specific actions that aim to assist teachers in their professional growth and students in their learning.

Also, the study conducted by Mestry et al. (2013) revealed that Effective schools had headteachers who demonstrated the following instructional practices: 1) clearly defined goals for schools; 2) promotion of self and staff development; 3) use of own teachers' practices to inform teaching and learning in own schools; 4) creation of climate conducive to teaching and learning; 5) creation of evaluation systems fostering teacher development and improvement; and 6) encouragement and motivation of teachers and learners to engage actively in the teaching and learning process.

As written by Kabeta et al. (2015), When a principle demonstrates instructional leadership skills, they are visible, walk around the school to see how teaching and learning are going, and when something positive is happening, they will praise the teachers. The principal serves as the school's instructional leader and has a direct impact on the effectiveness of individual teacher instruction, the level of student achievement, and the effectiveness of school operations. Instructional leadership focuses on the core business of a school, which is teaching and learning.

As leaders in education, school headteachers provide the framework for teacher engagement, including the rules and procedures that define how

teachers are expected to collaborate. They set up class schedules that allow for shared preparation time. They employ and promote procedures that aid in democratic decision-making.

As instruction leaders, Principals emphasize the significance of activities relating to teaching and learning when they are concerned in issues of instruction, curriculum, and assessment, The school's overall expectations are determined by the principal (Mark and Printy, 2006).

The position of instructional leader aids the school in keeping its attention on the core objective, which is to support the learning of all pupils. The emphasis of instruction must be shifted from teaching to learning, collaborative structures and processes must be established for faculty to work together to improve instruction, and principals must ensure that professional development is ongoing and geared toward school goals, among other key responsibilities (Lunenburg, 2010).

An instructional leader encourages and supports teachers to improve their teaching practices by facilitating professional development activities, by providing coaching and mentorship for them (teachers). Instructional leaders are the ones who ensure that teachers have the resources they require to perform at the highest level. For their personnel, principals can also serve as instructional resources. Thus, the primary duty of an instructional leader is to provide guidance and assistance that will enhance teachers' instruction (Liisa Brolund, 2016).

Educators, whose principal is instructional leader, are supported as they work together as a team toward a common goal under the leadership of their principal, who also provides guidance for all curricular and teaching activities in the school. Such principal also, ensures the development of staff and provide necessary advice and guidance, s/he promotes acknowledgement of expertise from different individuals. Instructional leader does all the best to protect teaching and learning time and ensure that teachers and learners are uplifted. That principal is visible and is on the top of instruction activities

within the school, s/he is a resource provider, an instructional resource, and communicator. Finally, an instructional leader takes responsibility and accountability for the overall performance and success of the school (SEKHU, 2011)

2.2.2 Theories of teacher professional practices

2.2.2.1 Introduction

As said by Saphier, (1995); A profession has distinguishable characteristics, such as an established knowledge foundation and the need for performance, repertory, and matching. Professions require extensive training and certification of members, a high level of consultation and collaboration in the workplace, systematic enculturation of new members, regular requirements for continuing education, internal maintenance of high standards practice, members who are accountable for client results, and members who make independent decisions based on a canon of ethics.

The foundation of teacher professionalism is the conviction that educators have the power and duty to take actions that are in their students' best interests (Sykes, 1991).

Teaching is seen as a unique and honourable job that influences pupils to succeed in other professions. A lifelong learner, thoughtful thinker, and ethical leader who exemplifies the values of literacy, scholarship, and social justice in a varied and ever-changing society is what professional educators should cultivate. (Anitha and Krishnaveni, 2013).

2.2.2.2 Professional characteristics

In their paper, Anitha and Krishnaveni, (2013) discussed in detail the wide range of educators' professional characteristics in ten different models as presented here below.

Subject Knowledge (SK): It is the teacher's subject-specific expertise that has been obtained sincerely, is thorough in substance, is extensive enough to be

assessed, and that has been demonstrated with confidence to support students in their fundamental subject-area abilities.

Teaching Prowess (TP): It is described as the educator's capacity to use proper pedagogy, possess excellent communication skills, and exhibit classroom management proficiency sufficient to maintain his or her credibility.

Updating Knowledge (UK): It explains the educator's desire to stay current on information and enhance the teaching process through professional training, research, and action research.

Collegiality (COL): Instead of rivalry, the sense of unity among peers enhances consensus, which leads to the development of professional abilities and institution effectiveness through shared objectives, practices, and aims.

Commitment (COM): It is the educator's personal and professional commitment to his or her work, institution, colleagues, students, and community that includes his or her place of employment.

Teacher Student Relationship (TSR): Here, the teacher strengthens his or her relationship with the pupils by demonstrating interpersonal skills and fostering a sense of accountability, self-assurance, and self-discipline that enables them to communicate freely and successfully in groups and also feel treated fairly and with respect.

Empowerment (EMP): This is the ability of the educator to absorb knowledge and exercise autonomy in the decision-making process with judgment and control.

Self- Development (SD): This trait shows the educator's accountability to himself or herself in terms of obtaining job satisfaction, time management, career objectives, and developing leadership skills for career advancement.

Remuneration (REM): This is an undeniable trait that encourages the complexity of the knowledge, talents, and abilities expressed by the educator in order to inspire and keep the talented people.

Ethical code of Conduct (EC): An ethical code of conduct is a set of guidelines for a thriving profession that are flexible enough to be put into practice as necessary.

2.2.2.3 Framework for professional practice for teaching

As cited by Felland, (2001); aspects of a teacher's duties that empirical studies have shown to promote student learning are identified by Danielson's framework for teaching. The framework of professional practices for teaching is helpful in pointing out the numerous areas of competence in which professional instructors need to develop expertise since teaching is a very complex activity. Danielson breaks down teaching into twenty-two parts that are grouped into four areas of responsibility for teachers.: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities. These domains and their components are outlined in a following table.

Each component is defined by two or more elements that identify and describe the content of that component. An outline of the abilities and competences brand-new instructors must acquire will be given through a quick examination of each of these domains.

Domain 1: Planning and Preparation. The elements in Domain 1 describe how a teacher plans teaching, or how they organize the material that pupils are supposed to acquire. These include setting instructional goals, displaying knowledge of resources, showcasing understanding of the students, demonstrating knowledge of the content and methodology, creating cohesive instruction, and evaluating student learning.

Domain 2: The classroom Environment. The interactions that take place in a classroom that are not instructional make up the elements in Domain 2. These include developing a culture of learning, overseeing classroom processes, controlling student conduct, arranging the physical space, and cultivating an

atmosphere of mutual respect and rapport between the students and the teacher.

Domain 3: Instruction. The involvement of students in learning contests is at the center of teaching, and this is comprised of the elements in Domain 3.

These include employing inquiry and discussion strategies, involving students in learning, giving students feedback, exhibiting flexibility and responsiveness, and communicating intelligibly and correctly.

Domain 4: Professional Responsibilities. The elements in Domain 4 indicate the extensive variety of duties that teachers have outside of the classroom. These include of evaluating one's own teaching, keeping correct records, getting in touch with parents, giving back to the community, improving professionally, and acting professionally. Colleagues and administrators place a high value on teachers who exhibit these skills and regard them as real professionals. According to Danielson, having a framework for professional activity has a number of advantages. First, a framework provides a fragmented language for the teaching profession as a means of discussing greatness. A framework offers beginning teachers a road to greatness by outlining the twenty-two significant elements that make up professional practice. A framework for teaching offers a foundation for conversations among educators and helps to concentrate professional development. A framework also helps to convey to the general public the variety of skills required to be a successful teacher.

Figure 2: Framework for professional practices for teaching

Domains	Components of professional practices	Elements of components of professional practices
1.Planning and Preparation	1.Demonstrating Knowledge of Content and Pedagogy	Knowledge of content
		Knowledge of prerequisite relationships
		Knowledge of content-related pedagogy
	2.Demonstrating Knowledge of Students	Knowledge of characteristics of age group
		Knowledge of students' varied approaches of learning
		Knowledge of students' skills and knowledge
		Knowledge of students' interests and cultural heritage
	3.Selecting Instructional Goals	Value
		Clarity
		Suitability for diverse learners
		Balance
	4.Demonstrating Knowledge of Resources	Resources for teaching
		Resources for students
	5.Designing Coherent Instruction	Learning activities
		Instructional materials and resources
		Instructional groups
		Lesson and unit structure
	6.Assessing Student Learning	Congruence with instructional goals
Criteria and standards		
Use for planning		
2.The Classroom	7.Creating and Environment of	Teacher interaction with students
		Student interaction

Environment	Respect and Rapport	
	8.Establishing a Culture for Learning	Importance of the content
		Student pride in work
		Expectations for learning and achievement
	9.Managing Classroom Procedures	Management of instructional groups
		Management of transitions
		Management of materials and supplies
		Performance of non instructional duties
		Supervision of volunteers and paraprofessionals
	10.Managing Student Behavior	Expectations
Monitoring of student behavior		
Response of student misbehavior		
11.Organizing Physical Space	Safety and arrangement of furniture	
	Accessibility to learning and use of physical resources	
3.Instruction	12.Communicating Clearly and Accurately	Directions and procedures
		Oral and written language
	13.Using Questioning and Discussion Techniques	Quality of questions
		Discussion techniques
		Student participation
	14.Engaging Students in Learning	Representation of content
		Activities and assignments
		Grouping of students
		Instructional materials and resources
		Structure and pacing
	15.Providing	Quality: accurate, substantive, constructive,

	Feedback to Students	and specific Timeliness
	16.Demonstrating Flexibility and Responsiveness	Lesson adjustment
		Response to students
		Persistence
4. Professional Responsibilities	17.Reflecting on Teaching	Accuracy
		Use in future teaching
	18.Maintaining Accurate Records	Student completion of assignments
		Student progress in learning
		Non instructional records
	19.Communicating with families	Information about the instructional program
		Information about individual students
		Engagement of families in the instructional program
	20.Contributing to the School and District	Relationships with colleagues
		Service to the school
		Participation in school and district projects
	21.Growing and Developing Professionally	Enhancement of content knowledge and pedagogical skill
		Service to the profession
	22.Showing Professionalism	Service to students
		Advocacy
Decision making		

Source: Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching. Perspectives In Learning, Volume 2*

2.3 Empirical literature review

As this study focuses on the instructional leadership of headteachers and their influence on teachers' professional practices, it is very important to have a look at the previous related studies conducted in different areas in the World.

In the study conducted in Primary schools of England about the characteristics of successful headteachers and their influence on quality of teaching and learning (Southworth 2002); the findings revealed that the characteristics and functions of headteachers as instructional leaders are much more observable. The headteachers work hard and give much time to teaching and learning by providing learning resources and building structures and systems supportive to teaching and learning. Headteachers organise and help teachers to work in teams to support one another characterised by professional openness, unity purpose clear and shared goals and education value because headteachers in England recognise the effort of everyone in school success. Headteachers are approachable and available to teachers and learners and talk and listen to them about instructional issues. They (headteachers) monitor teachers by looking at their weekly plan, visiting them in classrooms, promote professional dialogue by staff meetings, joint plan meeting and informal discussions with teachers and these best practices of headteachers boost effective teaching practices in schools.

The findings of the study conducted by Pearce, (2017) entitled “The Effect of Instructional Leadership on Teacher Efficacy” while analysing the data from 29 principal and 109 teachers at schools located in metro school district in Georgia using Pearson Coefficient (r) revealed no significant relationship between principals ‘perception of instructional leadership practices and teachers’ efficacy (Pearce, 2017).

The study conducted by Al-Husseini, (2016) in four private schools of Dubai on “The impact of headteachers’ instructional leadership role on teachers’ professional practices in four schools in Dubai”, the findings from 10 interviewed headteachers and school leaders and 109 responses of teachers revealed that headteachers play a significant and crucial role in enhancing teachers' professional practices by observing teaching and learning, supporting teachers' professional growth, enhancing their instruction, and developing the

necessary skills for delivering curriculum, changing its content, and implementing assessments (Al-Husseini, 2016).

For the studies conducted in South Africa; the findings revealed that there is low level of involvement in instructional leadership as headteachers. Headteachers are swamped with the administrative tasks even if they consider instructional leadership to be their primary responsibility. Headteachers are much more involved in managerial activities such as reporting, finance management, ground building and maintenance, handling relations with parents in the ways that it is impossible for them to provide enough time on instructional issues (Mestry, & Schmidit, 2013; Hoadley, et al., 2009 and Taole, 2013).

In the study made by SIBOMANA, (2019) in secondary schools of Nyamagabe district where a total of eight participants answered to a well-structured interview and 231 participants answered to the questionnaire, the results of the analysis revealed that there was a significant positive relationship between instructional leadership and teachers' performance in schools.

As found, the school principals of secondary schools in Nyamagabe district invest effort and time in developing annual school goals and encouraging teachers to take part in the process and they nurtured the profession growth of their teachers (SIBOMANA, 2019).

2.4. Theoretical framework of the study

This research relies on a participative leadership theory. Barnard (1938) first established this theory, and it later underwent changes influenced by the leadership systems theory of Lickert (1967), the democratic leadership theory of Lewin (1943), and the hierarchy of needs motivational theory of Maslow (1943). According to Maslow's (1943) hierarchy of needs theory of motivation, participative leadership is beneficial for growth-motivated people

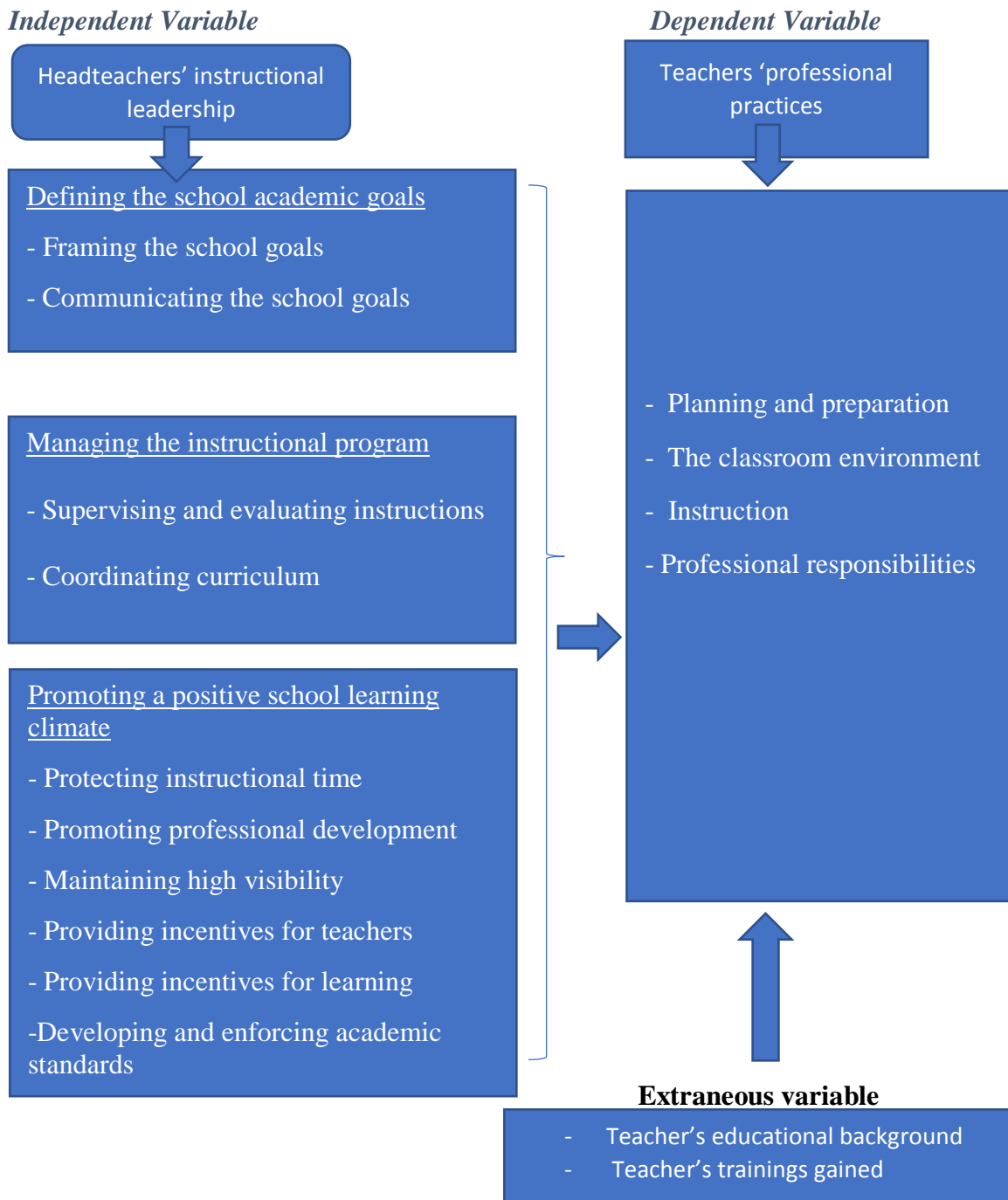
who are working toward self-actualization since it gives them the most opportunity for fulfillment. According to the democratic leadership paradigm, cooperative work settings foster the most employee sharing, investment, and growth. (Bavelas & Lewin, 1942).

According to participative leadership theory, the best leadership takes into account what other people have to say. These leaders encourage participation and contributions from the group, making them feel more significant and committed to the decision-making process. The goal of instructional leader is to help teachers and students realize their full potential by creating and promoting a school learning environment, defining and communicating the shared goals, and managing instructional program. In participative leadership, when workers feel their work environment is supportive, they gain more satisfaction and work better and then one of the functions of an instructional leader is to promote a school learning environment which may result into the improvement of teachers' professional practices. In participative leadership theory, as employees feel a sense of participation and task involvement, they identify with organisation, take responsibility and strive to contribute to the achievement of organisation's objectives; also, instructional leader has to involve school stakeholders in defining school goals and communicate the shared goals to them.

Under the participative leadership theory, leaders have to strengthen the workers' capacity to make decision and their ability to create an environment for change (Hamal, 2019), the same as instructional leader who has to strengthen teachers' capacity via continuous professional development lessons. The "Participatory leadership theory typically requires greater sharing of information, rewards, and power with front-line employees, as well as considerably greater investment in training" (Kaufman, 2001) and the instruction leader has to share with stakeholders and provides incentives for teachers and learners; he/ she has to supervise instruction, give the feedback and provide time and support in continuous professional development lessons.

2.5 Conceptual framework of the study

Figure 3: The conceptual framework of the study



The conceptual framework of the study adapted and modified from Hallinger and Murphy 1985 and Charlotte Danielson 2007.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter serves to describe the research methods and technics to be used while gathering the information to identify and analyse the impact of headteachers' instructional leadership on teachers' professional practices in primary schools of Musanze district in Rwanda. The chapter deals with the research design, population, sample technics and sample size, research instruments, data collection technics, data analysis procedures, validity and reliability and the ethical considerations in this study.

3.2 Research design

In this study used a mixed-methods design where a convergent parallel design was used to simultaneously collect both quantitative and qualitative data, merging the data and then use the results to understand the research questions.

3.3 Population

The target population in this study is made up of all headteachers and teachers from primary schools (public, government aided, and private schools) of Musanze district in Rwanda.

Target population

Table 1: Target population

Level of school	School status	Geographical localisation	Number of schools	Number of teachers
Primary schools only	Public schools	Rural area	17	334
		Urban area	3	61
	Government aided schools	Rural area	25	468
		Urban area	8	166
	Private schools	Rural area	3	15

		Urban area	19	183
9&12 YBE	Public schools	Rural area	10	226
		Urban area	2	35
	Government aided schools	Rural area	24	524
		Urban area	4	86
	Private schools	Rural area	0	0
		Urban area	2	48
Total			117	2,146

3.3.1 Sampling techniques and Sample size

As the target population does not constitute a homogeneous group, the stratified sampling techniques was applied to obtain a representative sample. Also, the purposive sampling technique was used to arrive at individuals who are supposed to possess the information about this study. According to Kothari (2004), In order to produce a representative sample when the population from which the sample is to be selected is not a homogeneous group, stratified sampling technique is typically used. A sample is chosen from each stratum using the stratified sampling approach, which divides the population into numerous subpopulations that are each more homogenous than the whole population.

Results from stratified sampling provide more accurate and comprehensive data. The local population was divided into groups according to whether they attended public, government-aided, or private elementary schools, making the sample procedure suitable for this study. 18 headteachers and 216 teachers were chosen to participate in the research. Gay (1992) stated that for descriptive research, a sample size of 10% to 30% of the overall population is enough. This made sure that the sample was representative of each stratum of the population.

Table 2: Sample size against the target population

Level of school	School status	Geographical localisation	Number of schools	Number of teacher	Number of selected schools	Number of selected teachers
Primary schools only	Public schools	Rural area	17	334	2	33
		Urban area	3	61	1	6
	Government aided schools	Rural area	25	468	3	47
		Urban area	8	166	1	17
	Private schools	Rural area	3	15	1	2
		Urban area	19	183	2	18
9&12 YBE	Public schools	Rural area	10	226	2	23
		Urban area	2	35	1	4
	Government aided schools	Rural area	24	524	3	52
		Urban area	4	86	1	9
	Private schools	Rural area	0	0	0	0
		Urban area	2	48	1	5
Total			117	2,146	18	216

3.3 Research instruments

To gather the information from the respondents, two instruments written in English were used for sampled headteachers and teachers.

- ✓ **Questionnaires:** this instrument consisted of a number of questions typed in definite order of a set of forms and printed out where the respondents (sampled teachers) had to answer the questions on their own. General form and structured questionnaires were the ones used as there were definite, concrete and pre-determined questions and also

the questions were presented in the same wording and in the same order to all respondents. Mainly, the questionnaire used were in form of multiple-choice questions even if there were few open-ended questions.

- ✓ **Interviews:** the instrument involved the presentation of oral-verbal questions and oral-verbal responses. This tool was used through direct personal interview where the information was collected in a face-to-face contact personally from the sources concerned (headteachers) in a structured way because there were predetermined questions, and the responses were recorded using a telephone.

3.5. Data collection techniques

For data collection, the researcher went to every sampled school to distribute and collect questionnaires immediately after filling them. Arriving at the school, the researcher first went to the headteachers' office for self-introduction and presenting the permission to collect the data got from the district through a call contact explaining all about the data collection and requesting the school leader to avail teachers has been done. The researcher met teachers in one room and first of all took time and explain to them why and needs for data collection, the respondents were guaranteed that their identity, their school as well as their responses will remain anonymous throughout the study. After the agreement to be part of the respondents, the questionnaires were distributed to teachers. As the questionnaires were written in English, the researcher explained the questions in Kinyarwanda one by one to have the common understanding, for the question explained, time for teachers to respond was provided before going to the next question. researcher used personal administration with on-the-spot-collection method to collect answered questionnaires.

After collecting the answered questionnaires, the researcher went back to headteachers' office for the interview. Information was collected in a face-to-

face contact personally from headteacher in a structured way because there were predetermined questions, and the responses were recorded using a telephone. Even if the questions were written in English, headteachers preferred to use Kinyarwanda and the researcher asked the same questions in Kinyarwanda, headteachers also answered in Kinyarwanda. They (headteachers) were confident to answer to the questions as they were ensured that the given information will be treated confidentially.

3.6 Data analysis procedures

Quantitative data provided were computed in excel sheet to make descriptive analysis.

Mean and standard deviations distribution were used reporting on headteachers' instructional leadership role and teachers' professional practices in primary schools of Musanze district. Also, regression coefficients were used to determine the influence of headteachers' instructional leadership role on teachers' professional practices in primary schools of Musanze district. The quantitative data collected from teachers were also completed by the qualitative data collected from headteachers. Data were presented using tables and figures and explained using text and then make conclusion.

3.7 Validity and reliability

3.7.1 Validity

As far as validity is concerned, in this study, the content validity has been checked as the questionnaires and questions of interviews were administered to people who are more experienced and have a deep knowledge in education leadership and curriculum studies to support on the suitability of research instruments, also depending on the sample techniques and sample size used in this study, the results from the study were generalised from the sample to whole population. Referring to the ways the questions in used instruments

were designed and arranged, the results were attributed to the variables under investigation.

3.7.2 Reliability

To ensure whether instruments consistently measure whatever they are measuring, the researcher used test-retest reliability technique where the same instruments were used twice to the same study sample of 3 headteachers and 22 teachers after a period of two weeks and compare the round one and two to make necessary amendments. The Pearson Product Moment Correlation Coefficient was used to calculate the reliability.

A correlation coefficient of 0.89 was found which made our instruments to be reliable as said by Cohen et al, (2011) by providing some guidelines to interpret the coefficients which were also adopted in this study: a) ≥ 0.90 very high reliable, b) 0.80-0.90 high reliable, c) 0.70-0.79 reliable, d) 0.60-0.69 minimally reliable, and e) <0.60 unacceptably low reliable.

3.7.3 Ethical issues

After getting the research recommendation letter from UR-CE, the researcher went to Musanze district office and request for the data collection permission in sampled schools. The researcher went to sampled schools after getting the data collection permission from Musanze District Executive Secretary.

Before collecting data, the researcher first explained why and needs of data. the researcher guaranteed the respondents that their identity and that their school will remain anonymous throughout the study and worked with those who agreed to be part of the respondents. The information was treated confidentially and anonymously as the researcher did not mention any name of school or respondent in this study, the information got were only used in this study and also data were collected and presented by the researcher herself to avoid information leaking to someone else who is not concerned with the study.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with the presentation, analysis, and interpretation of data. The chapter provides details about the answers given on the research topic: “Impact of headteachers’ instructional leadership on teachers’ professional practices in primary schools of Musanze district, Rwanda”. This study targeted teachers and headteachers of primary schools. questionnaires for teachers and interview were the tool used to collect data and 11 headteachers were interviewed out of 18 headteachers sampled while all 216 teachers sampled provided the answers.

Data were presented, analysed and interpreted based on the research objectives and research questions of this study which are:

1. What instructional leadership practices do the primary school headteachers implement in Musanze district?
2. At what level do the teachers perform instructional practices?
3. How does Headteachers’ instructional leadership practices influence teachers’ instructional practices in primary schools of Musanze district?

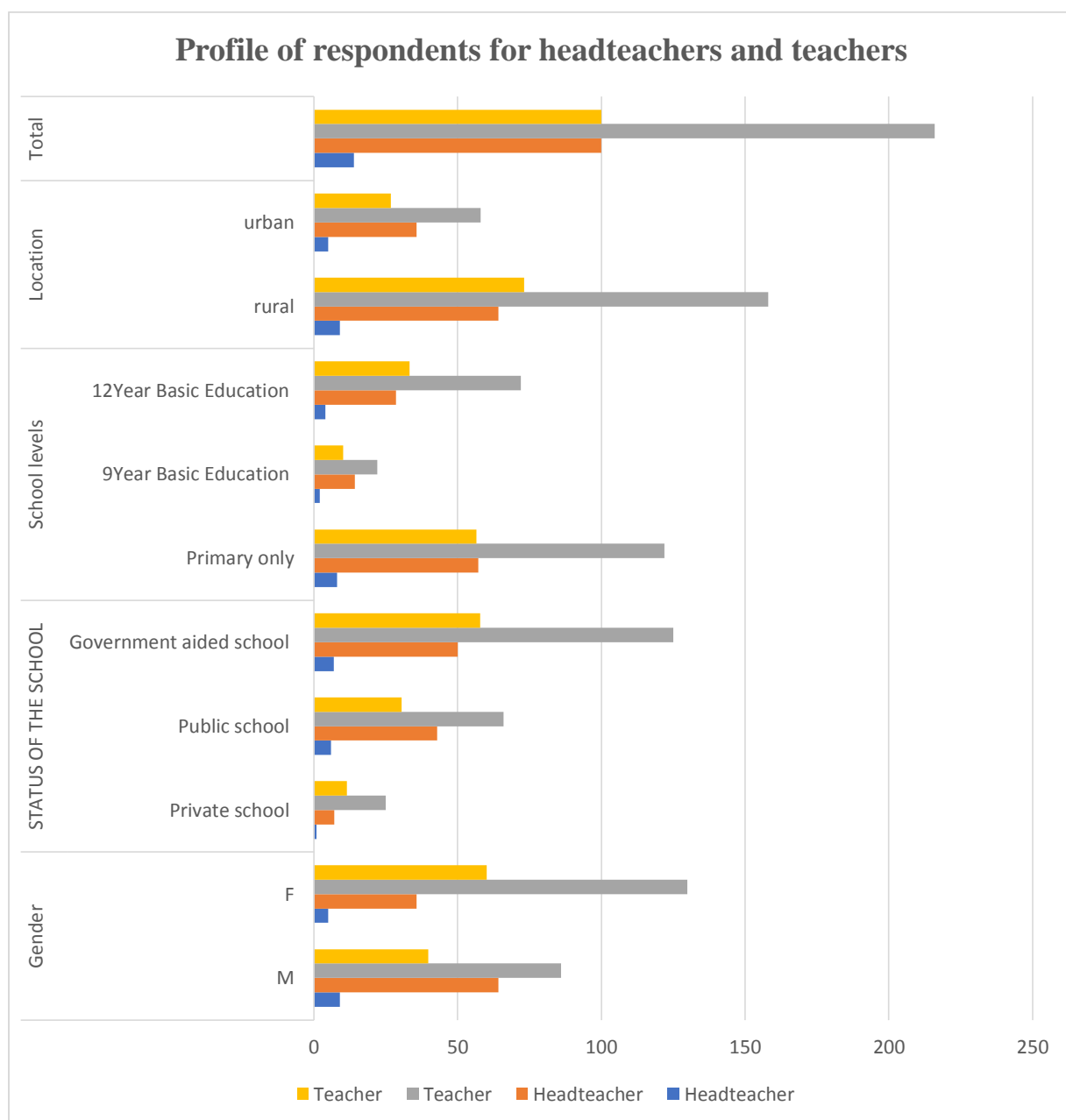
Each research question’ s results are presented in the following sections after presenting the profile of respondents.

4.2 Profile of respondents

This section allowed to be informed about the profile of the respondents. The study sample comprised 18 head teachers and 216 teachers of respondents. Only 14/18 headteachers respondent to the interviews as others were not at schools while visiting the school with a response rate of 77.8 percent and all teachers responded to the questionnaires with a response rate of 100 percent.

All respondents of the study were identified by gender, school status, school levels, school location, age group, education level, and experiences, as illustrated using the two graphs to make them clearer than using one graph.

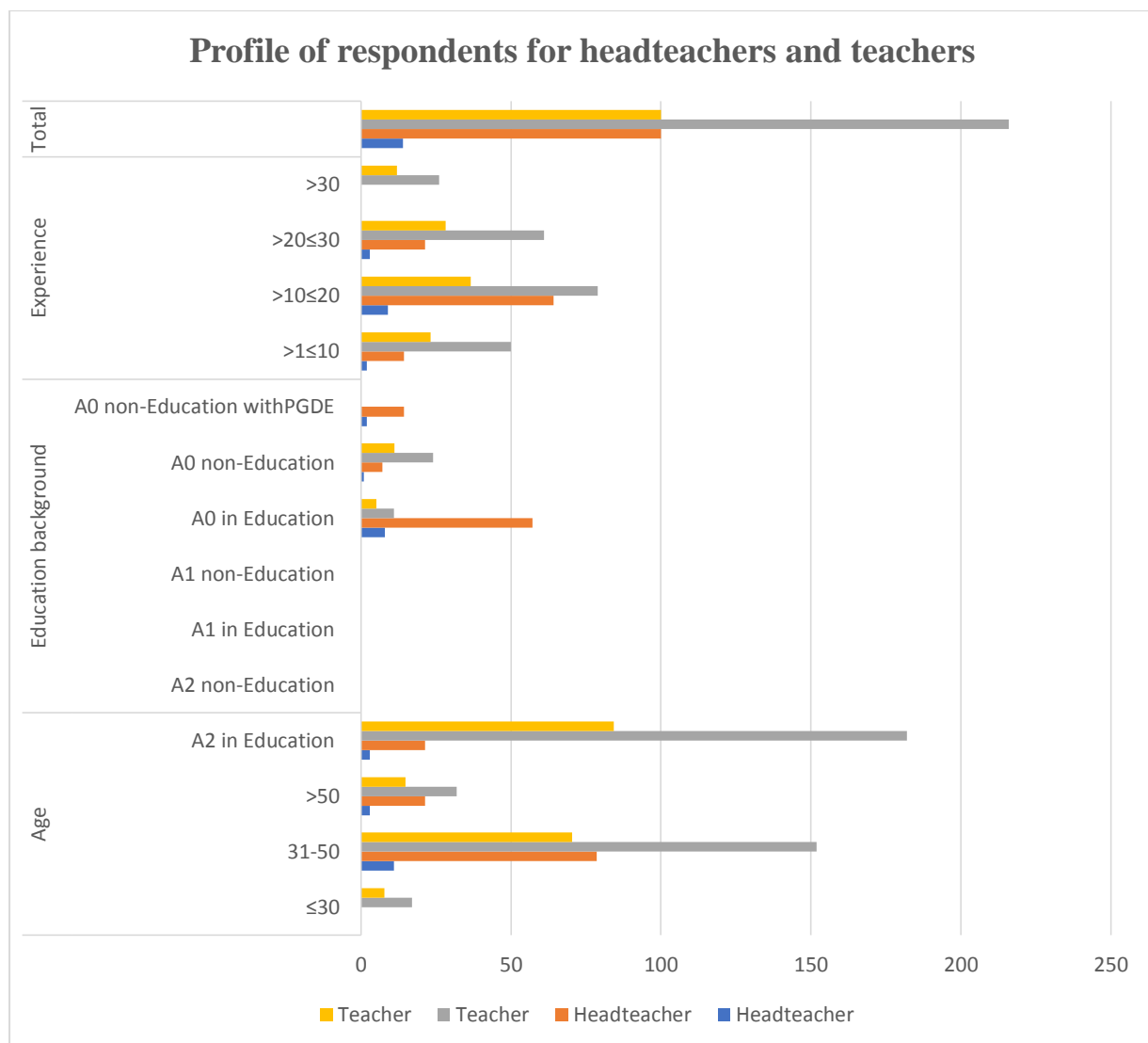
Figure 3: profile of respondents for headteachers and teachers



Source: primary data 2022

The figure above identifies our respondents by gender, school status, school levels, and school location.

Figure 5: profile of respondents for headteachers and teachers



Source: primary data 2022

The figure below identifies our respondents by age group, education level, and experiences

4.3. The instructional leadership practices the primary school headteachers implement in Musanze district

The purpose of research question number one was to identify the level of headteachers' instructional practices through the perception of teachers and headteachers. Three broad dimensions of instructional leadership role of the principal which are further portrayed into eleven instructional leadership functions: defining the school's mission (Framing the school goal and Communicating school goals), managing the instructional program (Supervising and evaluating instruction, Coordinating curriculum, and Monitoring student progress), and promoting a positive school learning climate (Protecting instructional time, Promoting professional development, Maintaining high visibility, Providing incentives for teachers, Developing and enforcing academic standards, and Providing incentives for learning) were identified in teachers' and headteachers responses.

To respond to this question, headteachers' instructional leadership questionnaire was designed in a way that teachers rate their headteachers involvement in instructional leadership practices by rating how frequency they do them. The questionnaire used a five-point Likert scale ranging from “*never*” to “*always*” where *one* represented ‘never’, *two* represented ‘rarely’, *three* represented ‘sometimes’, *four* represented ‘frequently’ and *five* represented ‘always’. The scale was given points; *five* points were given to ‘always’ while *one* point was given to ‘never’. The average mean (M) for each instruction leadership practice was then three points $((5+4+3+2+1)/5)$ while maximum point (Mx) and minimum point (Mn) were five and one respectively.

Means (M) and standard deviation (SD) were calculated using descriptive statistical techniques to indicate the trend of headteachers' instructional leadership practices (HILP). The Mean was taken as an indicator of high or low level of headteachers' involvement in instructional leadership practices and standard deviation allowed to observe the variability of responses of each item.

A low standard deviation implied that responses clustered around the mean and high deviation indicated that there was a lot of variation in responses. A standard deviation of zero demonstrated that all responses to a question were the same. A score of three

was taken as a cut-off mean for accepting the HILP. Practices having the mean below 3.00 were categorised as poorly enacted while those having 3 and above were ranked as acceptably enacted. To specify; For the practices having a mean that ranged between 4 and five, were considered to be excellently performed, those whose mean ranged between 3 and 3.99 were considered as moderately performed, between 2 and 2.99 as poorly performed, between 1 and 1.99 as very poorly performed while the practices whose mean scored less than 1 (0.00-0.99) were considered to be almost absent.

4.3.1 Headteachers' practices in relation to defining and communicating school goals

The defining and communicating school goals contains 5 instructional leadership practices items on the questionnaire and teachers were requested to indicate the level of headteachers involvement in each practice item. Results of this instruction leadership subscale are summarised in table below.

Table 3: Mean and standard deviation of defining and communicating school goal

<i>Item</i>	<i>Mean</i>	<i>SD</i>	<i>Mn</i>	<i>Mx</i>
My headteacher:				
1. Defines the school annual objectives together with teachers, other school leaders and School General Assembly committee (SGAC).	1.56	0.96	1	5
2. Provides the opportunity to teachers to discuss the school annual objectives.	2.02	0.08	1	5
3. Holds meetings to discuss school annual objectives with teachers and other school members	1.95	0.90	1	5
4. Keeps on reminding teachers and other school members the school annual objectives	2.17	1.19	1	5
5. Refers to the school annual objectives to take curriculum decisions	2.06	1.13	1	5
Overall mean scores	1.95	1.11	1	5

As indicated in table 3, headteachers' instructional leadership practices that comprise defining and communication of the school goal are all poorly and very poorly performed. Teachers ranked very low in defining the school annual objectives together with teachers, other school leaders and School General Assembly Committee (SGAC) (M=1.56, SD= 0.96) and in holding meetings to discuss school annual objectives with teachers and other school members (M= 1.95, SD= 0.90) as indicated by the mean and there was homogeneity in responses as indicated by the standard deviation.

As indicated by their average means, teachers ranked low in providing the opportunity to teachers to discuss the school annual objectives (M=2.02, SD= 0.08), in keeping on reminding teachers and other school members the school annual objectives (M=2.17, SD=1.19), and in referring to the school annual objectives to take curriculum decisions (M=2.06, SD=1.13). The overall mean of this dimension (M=1.95, SD=1.11) indicates that teachers are affirmative that their involvement in setting school annual objectives and promoting individual and collective commitment to ensure the achievement of the school annual objectives is at very low level.

Even if teachers seemed to be heterogenous in their responses to this dimension as indicated by the overall SD, it can be concluded that headteachers in primary schools of Musanze district perform very poorly in defining and communicating school annual objectives.

At this dimension, in their interviews, headteachers replied that they take one or two teachers to help in preparing the school improvement plan where they defined annual school objectives without informing other teachers what is going on and, in their meetings, they mainly encourage teachers to try their best and increase students' performance without going into details to explain to them the school objectives one by one.

We do annually develop the operational school improvement plan as a selected team, we set up strategies to achieve our annual goals and objectives. The vision and

mission of the school are available but we do not share school improvement plan into detail with teachers and students we only remind their duties for learning improvement.

4.3.2 Headteachers' practices in relation to managing the instructional program

The managing instructional program dimension comprises 9 instructional leadership practices items on the questionnaire and teachers were requested to indicate the level of headteachers involvement in each practice item. Results of this instruction leadership subscale are summarised in table below.

Table 4: Mean and standard deviation of managing the instructional program

Function	item	Mean	SD	Mn	Mx
Planning and Coordinating curriculum	Headteacher:				
	1. participates in the review of curriculum materials	2.19	1.24	1	5
	2. works collaboratively with teachers to attribute the subjects to be taught to every teacher	2.51	1.07	1	5
	3. participates actively in provision of curriculum content, resources and teaching methods	1.80	1.22	1	5
	4. encourages teachers to refer to student evaluation results while selecting resources and methods to be used.	2.11	1.22	1	5
	Planning and Coordinating curriculum	2.16	1.21	1	5
Supervising the instruction	5. conducts classroom observations	2.13	0.61	1	5
	6. plans the supervision activities together with teachers	2.02	1.19	1	5
	7. ensures that the teaching objectives are	2.88	1.17	1	5

consistent with stated annual objectives

8. provides constructive feedback with honest and openness to teachers following the classroom observations	2.15	0.77	1	5
9. values the input of the teacher during the post-observation discussion	2.44	0.79	1	5
Supervising the instruction	2.37	1.08	1	5
Overall mean score	2.28	1.15	1	5

The statistics found in table 4 indicate that the instructional leadership practices that comprising the dimension of managing the instructional program are implemented at different levels and according to teachers' perceptions they are poorly and very poorly performed. Referring to their average means, supervising the instruction (M=2.37, SD=1.08) is performed higher than Planning and coordinating curriculum (M=2.16, SD=1.21) even if both are poorly enacted as they are below the cut-off mean for accepting the headteachers' instructional leadership practices (M<3).

Participating actively in provision of curriculum content, resources and teaching methods is very poorly practiced by the school headteachers (M=1.80, SD= 1.22) while other practices are poorly enacted as showed by their average means which are ranged between 2 and 2.99. Headteachers try to ensure that the teaching objectives are consistent with stated annual objectives (M=2.88, SD=1.17) in their instructional supervision and they try to work collaboratively with teachers to attribute the subjects to be taught to every teacher (M=2.51, SD=1.07) in planning and coordinating curriculum more than other practices of this dimensions.

The overall average mean score of this dimension of managing the instructional program indicates that school headteachers practice this dimension at a low level (M=2.28, SD=1.15). Although teachers' responses tend to diverge as indicated by the high value standard deviation (SD=1.15), their perceptions here are in agreement with

what said by the interviewed headteachers, where many of headteachers indicated that their multiple responsibilities influence negatively their management of instructional program as they are involved in many other activities.

These days, we have many things to do. we deal with school feeding, parents who are not providing their contribution in school feeding, drop out, financial and administrative activities, attending meetings at sector and district level, we have other responsibilities at the churches and local government. Even if we know that these functions are very crucial, the time to practice them is not enough.

4.3.3 Headteachers’ practices in relation to promoting a positive school learning climate

Teachers in this study were also requested to rank their headteachers’ involvement in activities related to promoting positive school learning climate. Results of this instruction leadership subscale are summarised in tables and figure below.

Table 5.1: Mean and standard deviation of promoting a positive school learning climate by functions

Function	item	Mean	SD	Mn	Mx
Promoting Continuous Professional Development (CPD)	Headteacher:				
	1. works with teachers to plan professional development activities	2.44	0.79	1	5
	2. encourages teachers to take responsibilities for their own growth	2.69	1.07	1	5
	3. ensures that the in-services activities (Workshop, trainings, seminars) match with the teachers ‘needs	1.99	0.85	1	5
	4. provides opportunities for teachers to share information gained from attended in-services activities	2.32	0.80	1	5

5. encourages instructional collaboration among teachers	2.34	1.20	1	5
6. provides time to meet individual teacher to discuss about professional issues	1.79	1.23	1	5
7. encourages teachers to participate in observational visits to other schools to improve their teaching skills	1.72	0.92	1	5
Promoting Continuous Professional Development (CPD)	2.15	1.05	1	5

The findings above on the function of promoting Continuous Professional Development (CPD) illustrates that headteachers perform this activity at low level as the mean found is less than the benchmark (M=2.15). The very poorly performed activities are the encouragements provided to teachers to participate in observational visits to other schools and the provision of time to meet individual teachers. Many of the interviewed headteachers agree with teachers on their findings.

Concerning the promotion of teachers' Continuous Professional Development (CPD), we have provided one hour a week every Wednesday in the afternoon, and it is there on our timetable. We task the heads of department to make sure that their CPD happens every week. The heads of department do sometimes report what they did in CPD. Me I don't have enough time to be with them in CPD.

Table 6.2: Mean and standard deviation of promoting a positive school learning climate by functions

Function	item	Mean	SD	Mn	Mx
Providing incentives for teachers and learners	8. sets up work structure that rewards and recognises teachers for their efforts	2.05	1.23	1	5
	9. sets up work structure that rewards and recognises students' academic achievement both within the class and before the school as a whole	2.00	1.02	1	5
	Providing incentives for teachers and Learners	2.02	1.13	1	5
Protecting the instructional time	10. creates academic timetable before starting academic year	1.66	1.25	1	5
	11. ensures that the timetable is adequately followed	2.31	1.10	1	5
	12.ensures the minimum disturbance of teaching and learning time	2.55	1.03	1	5
	13.ensures that the learners are occupied even during the absence of teacher in classroom	2.64	1.02	1	5
	Protecting the instructional time	2.29	1.17	1	5

As illustrated by the table above, apart from the creation of academic timetable before the starting of academic year, which is very poorly practiced, other activities of these two functions are lowly enacted. However, headteachers do not agree with teachers on many activities of these two functions.

Before teacher' day of every year, we select the best teacher at school level and sector level and then we provide reward for the selected one every year. We work with other present teachers to occupy the students in case there is teachers' absenteeism by giving them work to do.

Table 7.3: Mean and standard deviation of promoting a positive school learning climate by functions

Function	item	Mean	SD	Mn	Mx
Maintaining high visibility at school	14. is available to teachers, learners, and parents	2.59	1.03	1	5
	15. welcomes smoothly teachers to discuss the teaching and learning issues	2.90	0.95	1	5
	16. 's main focus is to support teaching and learning processes	2.69	0.94	1	5
	Maintaining high visibility at school	2.73	0.98	1	5
Developing and enforcing academic standards	17. together with us teachers, set the requirement of mastery of a defined set of skills prior to entry into the following grade	2.75	1.09	1	5
	18. together with us, set requirements for increasing the numbers of students that are expected to master basic skills	2.70	0.94	1	5
	Developing and enforcing academic standards	2.72	1.02	1	5
	Overall mean score	2.34	1.10	1	5

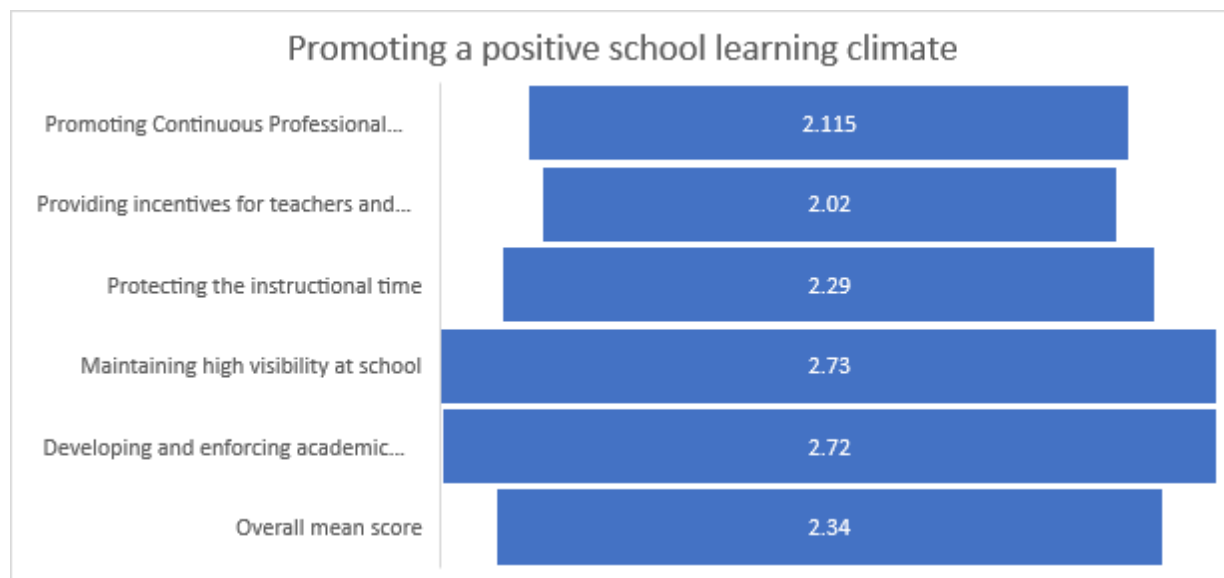
Even if the benchmark is not attained, the table above shows that headteachers try their best to practice these functions comparatively to other functions of this dimension.

Referring to the interviewed headteachers' replies, teachers are supported during classroom observations made by school headteachers, once available at schools, they try to walk around to see what is going on and intervene where necessary.

During the classroom observation I support teachers because, after teaching, I meet with teacher to have a common understanding on how the lesson was delivered and I provide the constructive feedback for the future improvement.

During the staff meeting together with teachers, we set requirements for students to go to the following grade and decide on the strategies to use for the increase of the number of students to be promoted.

Figure 6: Headteachers' practices in relation to promoting a positive school learning climate



With regard to dimension three which is promoting a positive school learning climate, findings in figure 5 indicate that all instructional functions are poorly performed by school headteachers as for all functions the average means are ranged between 2 and 2.99 which is below the benchmark ($M < 3$). However, some items are performed at

very low levels by school headteachers, such as ensuring that the in-services activities (workshop, trainings, seminars) match with the teachers 'needs (M=1.99, SD=0.82), providing time to meet individual teacher to discuss about professional issues (M=1.79, SD=1.23), and encouraging teachers to participate in observational visits to other schools to improve their teaching skills (M=1.72, SD=0.92) in the function of promoting continuous professional development (CPD) for teachers; school headteachers also perform at very low level the item of creating academic timetable before starting academic year (M=1.66, SD=1.25) in the function of protecting instructional time, at this item headteachers replied in their interview that due to the transfers of teaching staff and the increase of the classes, it is some time not possible to create academic timetable before starting the academic year. As overall, the statistical results in figure 5 above suggest that headteachers are less involved in promoting a school learning climate (M=2.34, SD= 1.10). Headteachers themselves agree on some points and disagree on others as seen in their replies cited above.

4.3.4 Overall headteachers' instructional leadership practices

The statistical results presented above indicate the extent to which school headteachers in Musanze district implement specific instructional leadership practices portrayed in various instructional dimensions. An attempt was made to identify instructional leadership dimensions that are prioritised by school headteachers. Average means and standard deviations were calculated for all dimensions of instructional leadership of school headteachers to determine instructional practice that the majority of headteachers are actively involved in as perceived by teachers.

Table 8: Overall headteachers' instructional leadership practices

IL Dimensions	Mean	SD	Mn	MX
Defining and communicating school goals	1.95	1.11	1	5
Managing the instructional program	2.28	1.15	1	5
Promoting a positive school learning climate	2.34	1.10	1	5
Overall score	2.26	1.21	1	5

As indicated in table 6, results of average means demonstrate that the instructional leadership dimension are poorly and very poorly enacted by the school headteachers because their means range below the benchmark ($M < 3.00$). According to teachers, defining and communicating the school goals is very lowly implemented with the average mean of 1.95 while other two dimensions (managing the instructional program and promoting a positive school learning climate) are poorly implemented as their average means range between 2.00 and 2.99. In all three dimensions, though low level of implementation, headteachers try to promote a positive school learning climate more than others ($M = 2.34$, $SD = 1.20$) and the lowest enacted dimension is defining and communicating school goals ($M = 1.95$, $SD = .11$). The above table also illustrates that the school headteachers practice the instructional leadership at low level as the overall average mean of headteachers' instructional leadership range below the benchmark with a mean of 2.26 and this means that the headteachers are less likely to practice instructional leadership. A summary of instructional leadership practiced by the primary school headteachers in Musanze is provided in figure 7:

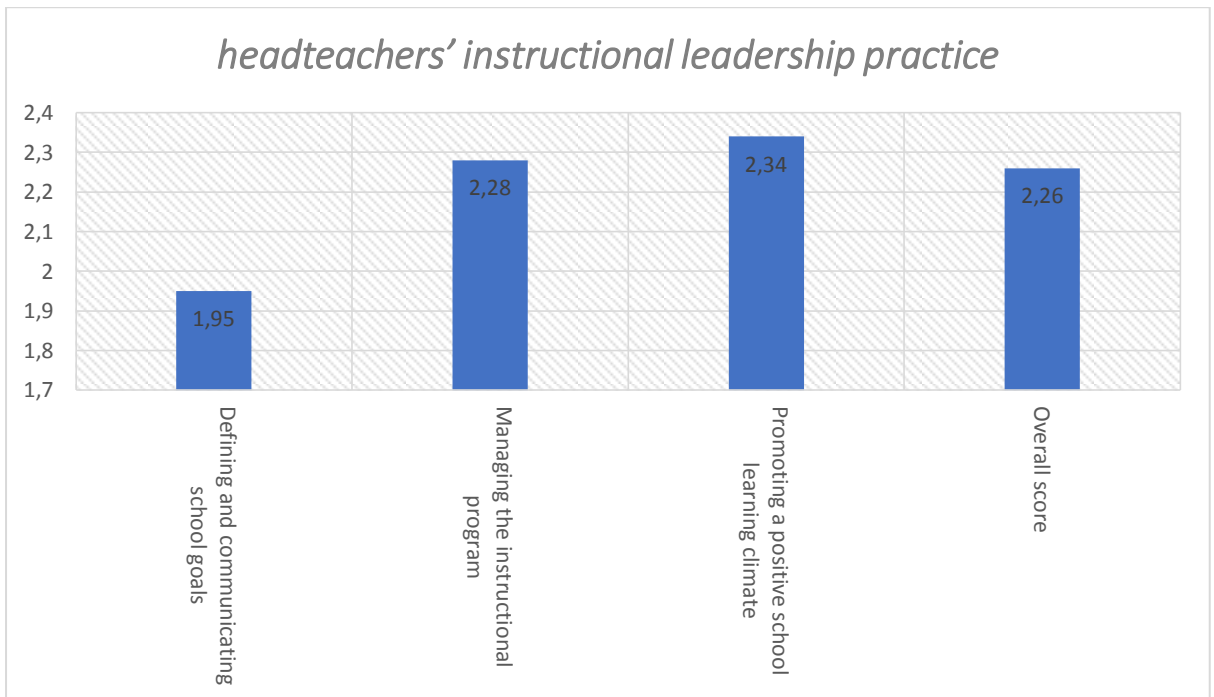


Figure7: The level of headteachers' instructional leadership practice in primary schools

According to teachers, school headteachers are less active in some instructional leadership practices and very less active in others. The very low practices of headteachers in instructional leadership is defining the school annual objectives together with the school stakeholders' representatives as well as communicating the school annual objectives to stakeholders, the school headteachers are also very less committed in encouraging teachers to participate in observational visits to other schools to improve their teaching skills , providing time to meet individual teacher to discuss about professional issues, creating academic timetable before starting academic year, providing time to meet individual teacher to discuss about professional issues and ensuring that the in-services activities (workshop, trainings, seminars) match with the teachers 'needs. Though less involvement, headteachers try to ensure that the teaching objectives are consistent with stated annual objectives and to welcome smoothly teachers to discuss the teaching and learning issues more than other practices of instructional leadership. Based on the results of this study, it can generally be concluded that headteachers implement instructional leadership practices at low level in primary schools of Musanze district according to the perception of teachers and many headteachers especially those of primary schools who said to be at the same time accountant, secretary, in charge of discipline and these activities together with administrative activities occupy much more time and consequently attribute less time to instructional activities.

4.4 Teachers' professional practices in primary schools of Musanze district

The purpose of the question number two was to identify the level of professional practices performed by teachers of primary schools in Musanze district. Professional practices of teachers were measured through 22 components grouped in 4 domains namely, 1) *Planning and Preparation*, 2) *The Classroom Environment*, 3) *Instruction*, and 4) *Professional Responsibilities*. Teacher Professional Practices Questionnaire (TPPQ) was used to get responses to research question two and it (TPPQ) was designed in the way that teachers expressed their level of agreement with reference to

the statements provided in questionnaire. This questionnaire also used a five -point Likert scale and teachers were requested to rate their professional practices from “*never*” to “*always*” where *one* represented ‘**never**’, *two* represented ‘*rarely*’, *three* represented ‘*sometimes*’, *four* represented ‘*frequently*’ and *five* represented ‘*always*’. The scale was given points; *five* points were given to ‘*always*’ while *one* point was given to ‘*never*’. The average mean (M) for each professional practice was then three points $((5+4+3+2+1)/5)$ while maximum point (Mx) and minimum point (Mn) were five and one respectively.

Means (M) and standard deviation (SD) were calculated using descriptive statistical techniques to indicate the perception of their own professional practices. The Mean was taken as an indicator of high or low level of teachers’ professional practices for each component and domain and standard deviation allowed to observe the variability of responses of each component and domain. A low standard deviation implied that responses clustered around the mean and high deviation indicated that there was a lot of variation in responses. A standard deviation of zero demonstrated that all responses to a question were the same. A score of three was taken as a cut-off mean for accepting the Teachers Professional Practices (TPP). Practices having the mean below 3.00 were categorised as poorly enacted while those having 3 and above were ranked as acceptably enacted as done for headteachers’ instructional practices.

4.4.1 Professional Practices in relation to planning and preparation

Planning and preparation include showcasing material and pedagogy expertise, showcasing student knowledge, choosing instructional goals, showcasing resource knowledge, developing cogent instruction, and evaluating student learning. Teachers were requested to indicate their level of implementing this domain and the findings are summarised in the table below.

Table7: Mean and standard deviation of planning and preparation

Item	Mean	SD	Mn	Mx
Working together with fellow teachers to select and understand curriculum content, teaching methods and teaching aids	2.35	1.11	1	5
Referring to curriculum guides and refer to the advice from fellow teachers while planning lessons	2.94	0.69	1	5
Preparing and using adequate teaching resources to initiate active learning for students and meet teaching and learning objectives in classroom	2.71	0.98	1	5
Providing assessment for students for each lesson	2.35	1.03	1	5
Overall score	2.59	0.99	1	5

Table 7 shows means and standard deviation for four teacher professional practices items in relation to planning and preparations. The all-practices items are less implemented because their average means are below the benchmark ($M < 3$) as their average means are arranged between 2.00 to 2.99. Though less implemented, teachers' professional practices is more observed in referring to curriculum guides and referring to the advice from my fellow teachers while planning their lesson ($M=2,94$ $SD=0.69$) as also the standard deviation is less than 1 where $SD=0.69$, this shows that teachers were homogeneous in responses and the less involvement is providing assessment to students for each lesson delivered as well as working together with fellow teachers to select and understand curriculum content, teaching methods and teaching aids with an average mean of 2.35.

The overall average mean and standard deviation ($M=2.59$. $SD=0.99$) indicate that teachers' professional practices are less observed in planning and preparation of lessons. This also goes with the confirmation of headteachers who replied in their interviews that not all teachers are planning and preparing their lesson but only few teachers are regularly doing it especially those who gained support from other

educational development partners namely USAID SOMA UMENYE in Kinyarwanda lower primary level and BLF in English and Mathematics lower primary level.

4.4.2 Professional Practices in relation to the classroom environment

The second domain of teachers’ professional practice contains five components that pertain to structuring physical space, building a culture of learning, regulating classroom procedures, managing student behavior, and creating an atmosphere of respect and rapport.. The table below presents the means and standard deviation to indicate the extent to which teachers perform each practice.

Table 9: Mean and standard deviation of classroom environment

Item	Mean	SD	Mn	Mx
Ensuring the safe and orderly classroom environment that is organised and engages students in active learning while teaching,	3.07	0.77	1	5
Interacting with students and ensure the students interaction	2.73	1.01	1	5
Monitoring students’ behaviour and responding to their Misbehaviours	3.08	0.82	1	5
Ensuring the safety and arrangement of physical resources and their accessibility and good use of them to learning and teaching	2.47	0.96	1	5
Establishing a culture of learning which reduces the students’ irregularities and avoids drop out at school	2.61	1.12	1	5
Overall score	2.79	0.97	1	5

As indicated by the table 8 here above, some teachers' professional practices items are moderately enacted as their average means range between 3.00 to 3.99 and others are less enacted because their mean are below the benchmark ($M < 3$). For the professional practice component of classroom environment, the dominant practiced items are monitoring students' behaviour and respond to their misbehaviours as well as ensuring the safe and orderly classroom environment and engaging students in active learning while teaching with the respective means of 3.08 and 3.07 where teachers' responses were homogeneous because their standard deviations are less than one ($SD = 0.82$ and 0.77) while the less enacted item is ensuring the safety and arrangement of physical resources and their accessibility and good use of them to learning and teaching with the average mean of 2.47, the responses from teachers were also homogeneous with the standard deviation of 0.96. The overall score shows that teachers' professional practices is less observed in classroom environment with an average mean of 2.79 and the standard deviation of 0.97 which means that the teachers' responses are homogeneous.

On this component headteachers revealed that teachers reduced their commitment in ensuring the safety of classroom environment in primary schools due to the fact that they interchange the classes while teaching which handle them to care the safety of their classroom.

4.4.3 Professional Practices in relation to instruction

For the third domain, teachers were requested to rank their practices on the way they engage students in learning, employ questioning and discussion approaches, provide students feedback, exhibit flexibility and responsiveness, and communicate in a clear and correct manner. The following table presents the findings.

Table 10: Mean and standard deviation of instruction

Item	Mean	SD	Mn	Mx
Communicating clearly and accurately to students in teaching and learning process.	2.97	0.84	1	5
Using a variety of questions and discussion techniques to help students be actively participating in class	2.73	0.93	1	5
creating high level of student's engagement in learning by assigning to them different activities either in group or individual and by working together to provide local instructional materials and resources.	2.77	1.00	1	5
Engaging in discussing with fellow teachers about the learning development of specific students.	2.86	0.97	1	5
Ensuring productive use of time in classroom	2.88	0.88	1	5
Monitoring and assessing the students 'level of understanding of the content and make adjustment accordingly During each lesson	2.74	1.01	1	5
Providing and monitoring the homework	2.47	0.96	1	5
Overall score	2.77	0.95	1	5

Table 9 shows the average means and standard deviations for seven teacher professional practice items in relation to instruction. For all items, the average means range below the benchmark ($M < 3$) which means that teachers' professional practice is less observed in instruction. Though less enacted, the item of communicating clearly and accurately to students

in teaching and learning process is more practiced more than other items of this component with an average mean of 2.97 while the less practiced item is to regularly provide and monitor the homework with an average mean of 2.47. The standard deviations of all items indicate that the teachers are homogeneous in their responses. The overall average mean ($M = 2.77$) indicates that teachers' professional practice is less observed in the component of instruction. Among the interviewed headteachers, many of them especially those of public and government aided schools revealed that teachers don't provide homework to learners and due to their absenteeism and lateness, some teachers do not maximize the teaching periods as required.

4.4.4 Professional Practices in relation to professional responsibilities

To assess the level of teachers' professional responsibilities, teachers were requested to rank their level of practice on this domain which consists of the ability to reflect on one's teaching, keep accurate records, interact with families, give back to the community and the school, advance one's career, and display professionalism. The table below presents the findings in terms of mean and standard deviation.

Table 11: Mean and standard deviation of professional responsibilities

Item	Mean	SD	Mn	Mx
Continuously seeking out new ideas about effective teaching and learning in my school	2.14	0.83	1	5
Inviting parents to discuss learning issues of their children to find out solutions together with them	2.80	1.00	1	5
Being observed and observing fellow teaching both help teacher to improve my teaching practices	1.56	0.78	1	5
Meeting depending on the subjects taught to discuss about				

teaching and learning challenges teachers are facing and find out solutions in school	2.08	0.85	1	5
Participating to para-school activities organised by the school, sector, and district	2.84	0.98	1	5
Advocating for students who are in special needs	2.71	0.94	1	5
Contributing to decision-making in school	2.15	0.82	1	5
Overall score	2.33	0.99	1	5

As indicated by the table 10 here above, in seven teachers' professional practices items of professional responsibilities, six items are less implemented as their average means range between 2.00 and 2.99 while one item is very less implemented as it is ranged between 1.00 and 1.99; this less implemented item is being observed and observing other fellow teaching

to improve teaching practices with an average mean of 1.56. the standard deviations of the items indicate that teachers are homogeneous in their responses. Though less practiced, teachers try to participate to para-school activities organised by the school, sector, and district and invite parents to discuss learning issues of their children to find out solutions together with them with the respective average means of 2.84 and 2.80. As seen to other components, for this component also teachers are less involved in professional responsibilities with the overall average mean of 2.33. headteachers also confirmed that peer learning among teachers especially lesson observations is less practiced in schools but teachers are consulted depending on the kind of decision to be taken as said by headteachers; when it comes to instruction decisions, the teaching staff are much more involved than other decision where they only invite teachers' representatives without sometime informing all staff.

4.4.5 Overall perception of teachers on their own professional practices

The statistical results presented above in this section indicate the extent to which teachers in Musanze district implement specific professional practices portrayed in various professional practices domains. An attempt was made to identify professional practices that are prioritised by teachers. Average means and standard deviations were

calculated for all domains of professional practices of teachers to determine professional practices that the majority of teachers are actively involved in as perceived by themselves.

Table 12: Overall perception of teachers on their own professional practices

Domains	Mean	SD	Mn	Mx
1.Planning and Preparation	2.59	0.99	1	5
2.The Classroom Environment	2.79	0.97	1	5
3.Instruction	2.77	0.95	1	5
4. Professional Responsibilities	2.33	0.99	1	5
Overall teachers' professional practices	2.61	1.00	1	5

The table 11 above summarises the overall performance of four teacher professional practices namely, 1) Planning and Preparation, 2) the Classroom Environment, 3) Instruction,

4) Professional Responsibilities. The statistical results indicates that all teacher professional practices are poorly enacted because they are all below the benchmark (M<3.00). though less practiced, teachers' professional practice is more observed in the component of classroom environment (M=2.79, SD=0.97), teachers try to ensure the safe and orderly classroom environment that is organised and engages students in active learning while teaching and monitor students' behaviour and respond to their misbehaviours. They also try to practice instruction (M=2.77, SD= 0.95) by communicating clearly and accurately to students in teaching and learning process and ensuring the productive use of time. The last less practiced component is professional responsibilities (M=2.33, SD=0.99) where teachers are less involved in being observed and observing others while teaching to improve teaching practices which

means that teachers prefer to engage in their teaching their own classes than sharing mutual classroom observational knowledge and skills with their colleagues. The overall score mean of teacher professional (M=2.61, SD=1.00) indicates that teachers' professional practices in primary schools of Musanze district are less observed. The result found goes also with their comments where teachers said to be not motivated based on their salaries and support from their school leaders. This is also confirmed by their school headteachers who said in their interviews to have the less committed teachers who need much more support. A summary of professional practices enacted by teachers in primary schools of Musanze district is provided in figure 8 below.

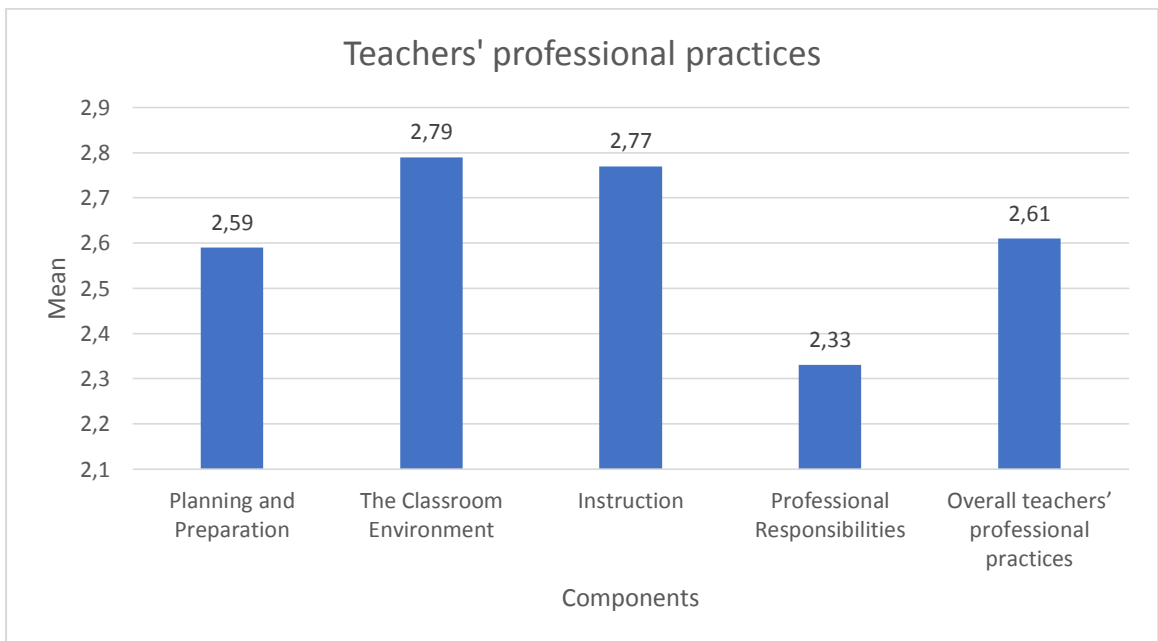


Figure 8: teachers' professional practices in primary schools of Musanze district

The figure 8 above illustrates that, teachers of primary schools in Musanze district are less active in their professional practices. The component which is low performed than others is professional responsibilities and the one that is more performed than others is the classroom environment even if all components are practiced at low levels. Based on the results of this study, it can generally be concluded that teachers implement professional practices at low level in primary schools of Musanze district. The headteachers also agree with the responses provided by teachers.

As the instruction languages shifted from French to English and teachers' English languages is at low level, teachers' instructional performance has been decreased. Even we headteachers, our English level is very low to support them. Very few teachers try to use English frequently in their academic life but many others are really struggling.

4.5 Influence of headteachers' instructional leadership on teachers' professional practices in primary schools of Musanze district

After identifying instructional leadership practices performed by the school head teachers and the professional practices enacted by teachers in study, the next step was to establish the nature of relationship between two variables to find out the extent to which headteachers' instructional leadership influence teachers' professional practices in schools.

Regression coefficients were used to determine how much a dependent variable changes with a unit change in the independent variable. According to OpenStax College (2013), if the value of regression coefficients is positive, then it means that the variables have a direct relationship. This shows that the mean of the dependent variable tends to grow as the value of the independent variable increases while negative regression coefficients imply that the variables have an indirect relationship. This shows that the mean of the dependent variable tends to drop as the value of the independent variable rises. Also, p-values were taken into consideration to determine the significance of regression coefficient calculated and we chose alpha to be 0.05 where the coefficients which had p-values of 0.05 or less were taken to be significant.

4.5.1 Influence of headteachers' instructional leadership on teachers' professional practices scale by scale

Regression coefficient was used to identify the influence of headteachers' instructional leadership practices, namely: 1) *defining and communicating the school goals*, 2) *Managing the instructional program*, and 3) *promoting a positive school learning climate* on teachers' professional practices which include: a) *planning and*

preparation, b) the classroom environment, c) instruction, and d) professional responsibilities.

The assumptions were that there is positive influence of headteachers' instructional leadership on teachers' professional practices scale by scale if the regression coefficient found is positive and a negative relationship between headteachers' instructional leadership and teachers' professional practices scale by scale will be said when the regression coefficient found is negative. The relationship is significant when p-value calculated is equal or less than 0.05 and not significant if P-value is greater than 0.05.

The regression coefficients found are here presented in table here below.

Table 13: Regressions matrix of headteachers' instructional leadership practices for teachers' professional practices

Headteachers' instructional leadership	Teachers' professional practices							
	Planning and preparation		The classroom environment		Instruction		Professional responsibilities	
	coefficients	p-values	coefficients	p-values	coefficients	p-values	coefficients	p-values
Defining and communicating school goals	0.878	0.000	0.785	0.000	0.752	0.000	0.779	0.000
Managing the instructional program	0.749	0.000	0.738	0.000	0.483	0.000	0.756	0.000
promoting a positive school learning climate	0.843	0.000	0.858	0.000	0.791	0.000	0.851	0.000

Based on the statistical results summarised in table 4.11, it is evident that there is a positive relationship between all subscales of school headteachers’ instructional leadership and teachers’ professional practices. This suggests that the more school headteachers demonstrate instructional leadership enactment in their schools, the more teachers’ professional practices improve in these schools. As the P-values are less than alpha ($p < 0.05$), this shows that the relationship between all subscales of school headteachers’ instructional leadership and teachers’ professional practices is significant.

4.5.2 Influence of total headteachers’ instructional leadership on subscales of teachers’ professional practices

In addition to the computation of regression coefficients between headteachers’ instructional leadership and teachers’ professional practices scale by scale, regression coefficient was calculated to determine the influence of the total headteachers’ instructional leadership on subscales of teachers’ professional practices, as shown in table 4.12 below

Table 14: Regressions matrix of the total headteachers’ instructional leadership practices for subscales teachers’ professional practices

	Teachers’ professional practices							
	Planning and preparation		The classroom environment		Instruction		Professional responsibilities	
	coeffi cients	p- values	Coeffi cients	p- values	coeffi cients	p- values	coeffi cients	p- values
Headteachers’ instructional leadership	0.917	0.000	0.943	0.000	0.742	0.000	0.804	0.000

The table 4.12 above summarises the Influence of total headteachers’ instructional leadership on subscales of teachers’ professional practices. The results indicate that there is a positive Influence of total headteachers’ instructional leadership on subscales of teachers’ professional practices. This suggests that the more school

headteachers demonstrate instructional leadership enactment in their schools, the more teachers' professional practices improve in these schools. As the P-values are less than alpha ($p < 0.05$), this shows that the relationship between all subscales of school headteachers' instructional leadership and teachers' professional practices is significant. The figure below summarises the relationship between headteachers' instructional leadership and teachers' professional practices.

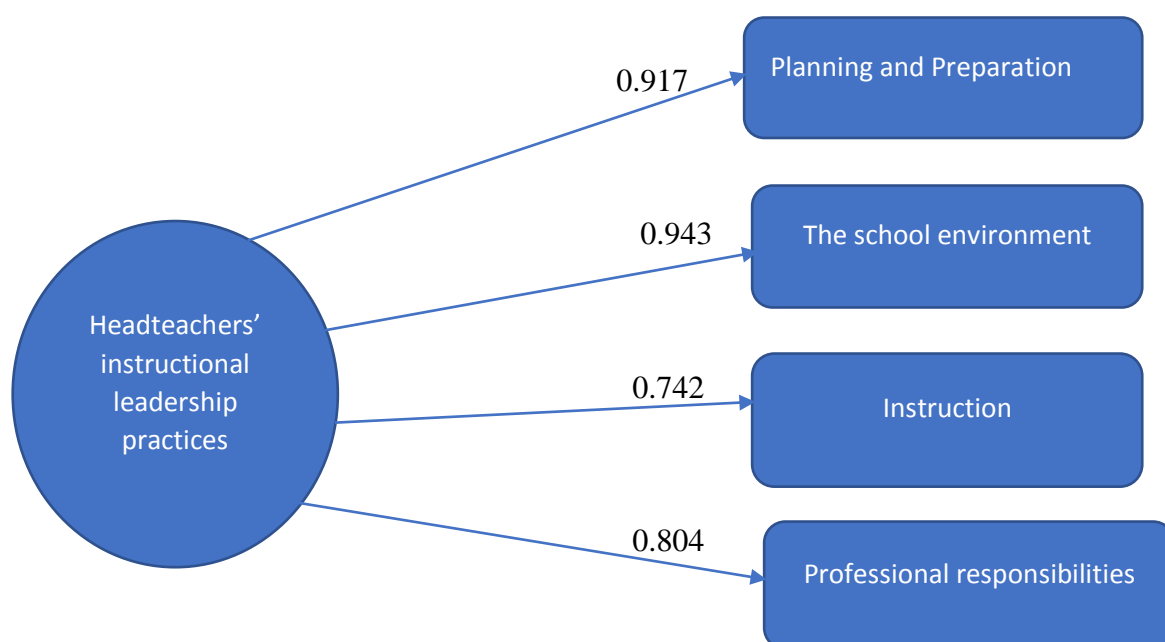


Figure 9: regression matrix of the total headteachers' instructional leadership practices for subscales teachers' professional practices.

This figure above illustrates that the overall headteachers' instructional leadership enactments in this study display a positive relationship with all subscales of teachers' professional practices. The results show that headteachers' instructional leadership practices influence everything teachers do in school and in the classroom in terms of professional practices in primary schools of Musanze district.

4.5.3 Relationship between the total headteachers' instructional leadership and the total teachers' professional practices

To respond to research question three which was aimed at identifying the relationship between instructional leadership practices of school headteachers and teachers'

professional practices, the regression coefficient was used to establish that relationship between the total instructional leadership practices of school headteachers and the total teachers' professional practices. the results are presented in table 14 here below.

Table 15: Regressions matrix of the total headteachers' instructional leadership practices for total teachers' professional practices

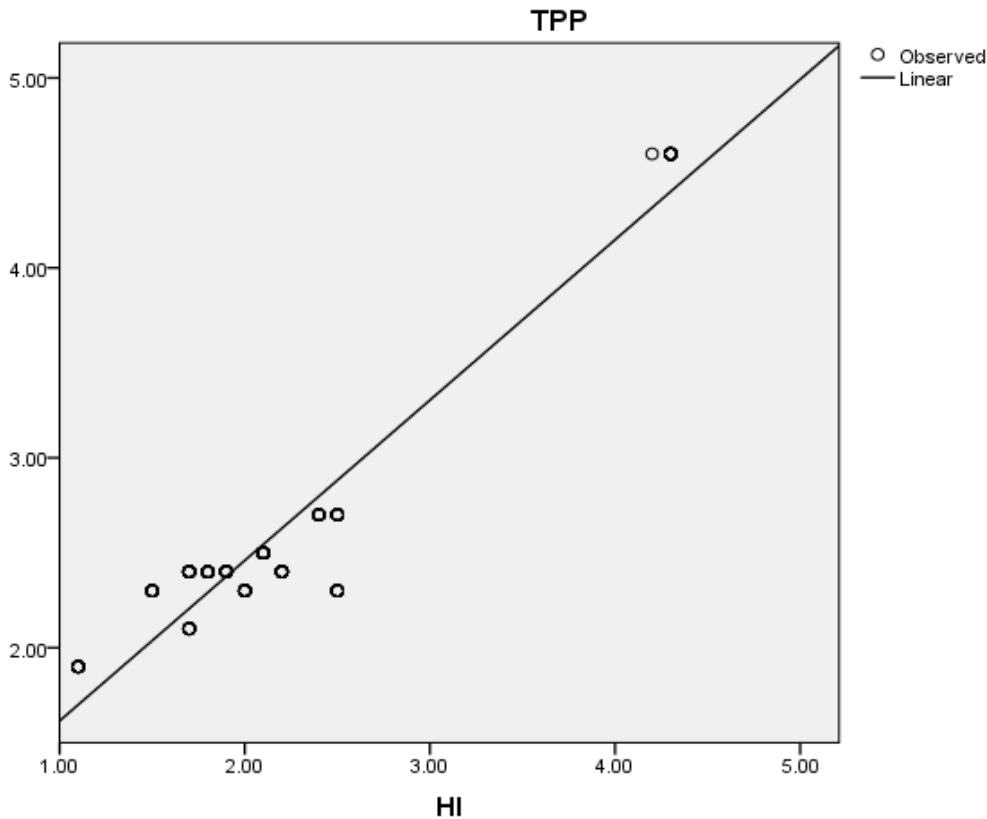
	Teachers' professional practices	
	coefficients	p-values
Headteachers' instructional leadership	0.921	0.000

The results in table 14 show that, taken together, all instructional leadership practices of school headteachers have a positive and significant relationship with all teachers' professional practices ($r^2=0.921$, $p<0.05$). The implication of these results is that headteachers who focus on instructional leadership by setting school goals, Managing the instructional program and promoting a positive school learning climate have an appreciable impact on teachers' professional practices. This means that teachers' professional practices increase at 0.921 with one unit increase in headteachers' instructional leadership enactment and also the decrease in headteachers' instructional leadership for one unit may cause a decrease in teachers' professional practices for 0.921unit

The results suggest that primary school headteachers play a critical role in influencing how teachers teach and how they improve their professional practices in their daily teaching activities.

The figure below also illustrates the positive relationship between headteachers' instructional leadership practices and teachers' professional practices.

Figure 10: regression line of the total headteachers' instructional leadership practices for total teachers' professional practices.



On this above figure, the scatter plots illustrate very well that there is a significant positive relationship between headteachers' instructional leadership and teachers' professional practices.

4.6 Discussion of the findings

The primary functions of a school are instruction and learning, and many researchers concur that the principal's level of leadership is what determines the school's efficacy and success (Charlton, 1993; Coleman, 1994; Dubrin, 1995; Garman, 1995; Hallinger and Heck, 1996; Smith and Andrews, 1989; Tyler, 1989; West-Burnham, 2001). Sited by MS SEKHU (2011, p.01). Therefore, this study was designed to assess the instructional leadership enacted by the headteachers in primary schools of Musanze district and its influence on teachers' professional practices.

4.6.1 Discussion on headteachers' instructional leadership practices in primary schools of Musanze district

Bearing in mind the first objective of this study, the findings revealed that the instructional leadership practices of headteachers are less observed in primary schools of Musanze district.

These findings go in line with those found in South Africa by different authors such as Mestry, Moonsammy-Koopasammy and Schimidit (2013, p60); Hoadley et al (2009, p281-282), Taole (2013) where findings revealed that there was low level of involvement in instructional leadership as headteachers. Headteachers were swamped with the administrative tasks even if they considered instructional leadership to be their primary responsibility. However, the results in this study differ from those found by SIBOMANA I. (2019, P.171 & P in secondary schools of Nyamagabe district where the study showed that instructional leadership behaviours of principals are moderately enacted in secondary schools of Nyamagabe district.

Also, these findings differ from those found in the studies conducted in developed countries like USA, CANADA and ENGLAND where the characteristics and functions of headteachers as instructional leaders are much more observable as confirmed by different authors such as Mary E. Martin,(2018); Beauchamp and Parsons, (2012), and Southworth (2002).

4.6.2 Discussion on teachers' professional practices in primary schools of Musanze district

For the second objective of this study, the findings revealed that the teachers' professional practices are less enacted in primary schools of Musanze district.

However, the results in this study differ from those found by SIBOMANA I. (2019) in secondary schools of Nyamagabe district where the study showed that teachers' instructional practices are moderately enacted in secondary schools of Nyamagabe district. Only the same results were observed in observing each other' classes and

observing headteachers giving a model lesson as they were poorly enacted in both studies to mean that teachers of Musanze district in primary schools and those of Nyamagabe district in secondary schools prefer to engage in teaching their own classes rather than sharing mutual classroom practices.

4.6.3 Discussion on the influence of headteachers' instructional leadership on teachers' professional practices in primary schools of Musanze district

Regarding the third objective, the findings in this study revealed that there is a strong positive influence of headteachers' instructional leadership on teachers' professional practices.

These findings go in line with those observed in Dian Ibrahim Al-Husseini's (2016) study where he found that headteachers play a significant and crucial role in enhancing teachers' professional practices by observing teaching and learning, supporting teachers' professional growth, enhancing their instruction, and developing the necessary skills for delivering curriculum, changing its content, and implementing. The findings also support those of Enueme and Egwunyenga (2008) where they also found a strong relationship between principal's instructional leadership and teachers' job performance.

These findings also support those found in SIBOMANA's. (2019, p.184) study where he respectively found that there is a strong correlation between instructional leadership behaviours of principals and teachers' instructional practices in secondary schools of Nyamagabe district.

The present findings illustrate that headteachers who practice instructional leadership are needed to schools to facilitate, guide and support teachers in their daily activities that provide opportunities to learners to learn. So, the headteachers in Musanze district should reduce the focus they put to the extra-activities and put more emphasis on their role as instructional leaders to improve teachers' professional practices for the improvement of learning outcomes

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on a reflective summary of the study, puts forwards some recommendations, and draws a general conclusion.

5.2 Summary of the findings

Based on the research objectives and questions, the study reached to the following findings:

5.2.1 Headteachers' instructional leadership practices in primary schools of Musanze district

The findings revealed that school headteachers are less active in some instructional leadership practices and very less active in others. The very low practices of headteachers in instructional leadership is defining the school annual objectives together with the school stakeholders' representatives as well as communicating the school annual objectives to stakeholders, the school headteachers are also very less committed in encouraging teachers to participate in observational visits to other schools to improve their teaching skills , providing time to meet individual teacher to discuss about professional issues, creating academic timetable before starting academic year, providing time to meet individual teacher to discuss about professional issues and ensuring that the in-services activities (workshop, trainings, seminars) match with the teachers 'needs. Though less involvement, headteachers try to ensure that the teaching objectives are consistent with stated annual objectives and to welcome smoothly teachers to discuss the teaching and learning issues more than other practices of instructional leadership. Based on the results of this study, it can generally be concluded that headteachers implement instructional leadership practices at low level in primary schools of Musanze district according to the perception of

teachers and many headteachers especially those of primary schools who said to be at the same time accountant, secretary, in charge of discipline and these activities together with administrative activities occupy much more time and consequently attribute less time to instructional activities.

5.2.2 The level of professional practices performed by teachers in primary schools of Musanze district

The findings revealed that teachers' professional practices in primary schools of Musanze district are less observed. The statistical results indicates that all teacher professional practices are poorly enacted. though less practiced, teachers' professional practice is more observed in the component of classroom environment, teachers try to ensure the safe and orderly classroom environment that is organised and engages students in active learning while teaching and monitor students' behaviour and respond to their misbehaviours. They also try to practice instruction by communicating clearly and accurately to students in teaching and learning process and ensuring the productive use of time. The last less practiced component is professional responsibilities, where teachers are less involved in being observed and observing others while teaching to improve teaching practices which means that teachers prefer to engage in their teaching their own classes than sharing mutual classroom observational knowledge and skills with their colleagues. The result found goes also with their comments where teachers said to be not motivated based on their salaries and support from their school leaders. This is also confirmed by their school headteachers who said in their interviews to have the less committed teachers who need much more support.

5.2.3 The influence of headteachers' instructional leadership on teachers' professional practices in primary schools of Musanze district

This question was designed to assess the influence of instructional leadership practices enacted by the school headteachers on teachers' professional practices in primary school of Musanze district. The results of this study

revealed that headteachers' various instructional leadership practices influenced positively on the professional practices of teachers. Headteachers' instructional leadership practices in this study was positively associated with the professional practices of teachers and this association was strongly significant. This suggested that the emphasis on instructional leadership practices by the school headteachers lead to the improvement of professional practices of teachers.

Based on the study findings, headteachers can improve the performance of teachers by defining the school goals together with different stakeholders, by managing the instructional program and promoting the school learning climate. The findings also illustrated that, professional practices improvement is a combination of effort from both headteachers and teachers rather than the efforts from headteachers or teachers alone. This implicants that, once the headteachers' instructional leadership practices in primary schools of Musanze district will be improved, automatically, the professional practices of teachers in primary schools of Musanze district will be improved.

5.3 Conclusion

Based on the findings, the study concludes that headteachers' instructional leadership and teachers' professional practices are less observed in their daily activities. Teachers experience fewer professional practices as they lack instructional support from their headteachers. The headteachers in Musanze district maybe focus much more on extra-activities than on their role as instructional leaders to improve teachers' professional practices for the betterment of attaining the core business of the school; the school headteachers possibly are not aware of their role as instructional leaders, the primary school headteachers are too busy with required and urgent administrative and financial activities as alone in the office. This study revealed also that instructional leadership of school headteachers was critical to the improvement of teachers' professional practices which means that the

headteacher who work as instructional leader is needed in school as he/she is the one who can shape the favourable working conditions of teachers and affects the quality of their performance in their professional practices which consequently lead to the improvement of learning outcomes. In Musanze, this positive and significant relationship between school headteachers' instructional leadership and teachers' professional practices implies that as headteachers enact instructional leadership activities at low level, also the teachers' professional practices are less observed in their daily activities; that is why somethings need to be done to help headteachers implement instructional leadership activities for the improvement of teachers' professional practices to increase learning outcomes. Here below are some proposed changes and things that should be done in recommendation section.

5.4 Recommendations

Referring to the findings and conclusion, the following are recommended:

- The policymakers should improve the capacity of school headteachers, SEIs, DEOs and DDEs in their attempts to be effective instructional leaders and instructional advisors.
- The policymakers should increase the number of administrative staff at primary schools who can help headteachers and clearly define the role and responsibilities of everyone to enable headteachers to put more emphasis on teaching and learning activities in their schools.
- As the number of classrooms is determined by the number of students, and number of teachers in a school is determined by the number of used classrooms, also the number of administrative staff may be determined by the size of students and teachers in a school rather than the levels of Education in basic education.
- At TTC centers, among the courses taught, there should be a course also related to introduction to instructional leadership to even produce the effective school leaders in the future.

- Different educational leaders at both central and local levels should put more emphasis on the core schooling in their monitoring and provide advice aimed at improving instructional leadership practices and teachers' professional practices.
- School headteachers should try their best and improve their instructional leadership by remembering to define and communicate the school goals, coordinating instructional program and promoting school learning climate.

5.4.1 Recommendations for further study

- ❖ This study may be replicated in other districts of Rwanda.
- ❖ This study did not demonstrate the difference in instructional leadership enactment and professional practices of teachers in private and public schools. So, the further study should be conducted in comparison between the instructional leadership enactment in private and public schools.
- ❖ As this study was not also able to deeply identify the challenges faced by the school headteachers in practice the instructional leadership, the further study may be done to identify the challenges faced by school headteachers in enactment of instructional leadership in the same area.

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APPENDICES

APPENDIX A: Research recommendation letter.



COLLEGE OF EDUCATION

RESEARCH AND INNOVATION UNIT

Rukara, 4th February 2022
Réf: 03/DRI-CE/017/EN/gi/2022

The Mayor
Musanze District
Northern Province
Rwanda

Re: Research recommendation letter for Mrs. Jeannette NIRERE

On behalf of the University of Rwanda-College of Education (UR-CE), I am pleased to introduce Mrs. Jeannette Nirere, a post-graduate student at the School of Education of UR-CE. Mrs. Nirere is writing her thesis on: **“Impact of head teachers’ instructional leadership on teachers’ professional practices in primary schools of Musanze district, Rwanda.”** to complete her Master of Education in Leadership and Management.

She wishes to analyze the impact of instructional leadership practices in primary schools of the Musanze district. Thus, she is requesting permission to collect data from some selected primary schools in your district, and her research participants are primary teachers and head-teachers.

Mrs. Nirere’s research project passed successfully through an internal collegial ethical process. Thus, the University of Rwanda-College of Education: Directorate of research and Innovation confirms that her research adheres to ethical standards and principles. Therefore, we kindly request you to accord her your cooperation in this research.

If you need more clarification, please do not hesitate to contact us at wrceresearchin@gmail.com. We very much hope to get your usual cooperation in serving our nation.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Eugene Ndabaga'.



Digitally signed by
UR (Rukara, Directorate of Research &
Innovation)
Date: 2022.02.07
Time: 09:15:10 +2'00

Assoc. Prof. Eugene Ndabaga
Director of Research and Innovation
University of Rwanda-College of Education
E-mail: ndabagav@yahoo.ie
Mobile: +250788308862
Cc:

- Principal, UR-CE
- Postgraduate Program Coordinator, School of Education
- Dr. Philothere Ntawiha (Supervisor)

APPENDIX B: Requesting for research authorisation in Musanze district

Jeannette NIRERE
Tel: 0788784793
Email: jeannirere@yahoo.fr
University of Rwanda- College of Education
Date: 11/02/2022

To: Mayor of MUSANZE District

Re: Requesting for research authorisation in Musanze district

Dear Sir,

Referring to the the research recommendation letter from University of Rwanda addressed to you, I am writing to submit my authorisation letter to carry out research in primary schools of Musanze district.

In fact, I am a post-graduate student in School of Education of UR-CE, and I am writing my thesis on: "*Impact of Headteacher' s Instructional Leadership on Teachers' Professional Practices in Primary schools of Musanze District, Rwanda*" to complete my Master of Education in Leadership and Management. Participants will be the school headteachers and teachers from primary schools in the district. All names of participants and identity of the schools will remain anonymous, and all information will be treated confidentially.

Attached, is my research recommendation letter issued by University of Rwanda- College of Education to conduct this research in primary schools of Musanze District.

Yours sincerely



Jeannette NIRERE

APPENDIX C: District permission to carry out research in Musanze district

REPUBLIC OF RWANDA



NORTHERN PROVINCE
MUSANZE DISTRICT

Ref.Unit: DA/HRM

Musanze, on 09 MAR 2022
Ref: N° 1465/07.04.03

To: **Jeannette NIRERE**
C/O University of Rwanda/College of Education

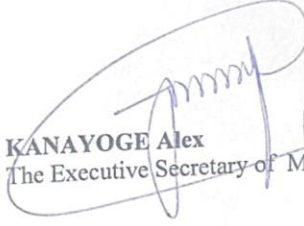
Re: Response to your letter

Dear Jeannette,

Referring to your letter dated on 11th February 2022 requesting for authorization for data collection, in Musanze District;

I hereby inform you that you are allowed to carry out the research on "Impact of head Teachers' Instructional leadership on professional practices in primary schools of Musanze District, Rwanda."

Yours sincerely,


KANAYOGÉ Alex
The Executive Secretary of MUSANZE District



APPENDIX D: TEACHER SURVEY QUESTIONNAIRE

Dear participant,

My name is Jeannette NIRERE and I am master student at the University of RWANDA-College of Education. I am conducting research on “*Impact of Headteacher’ s Instructional Leadership on Teachers’ Professional Practices in Primary schools of Musanze District, Rwanda*”.

This research is purposively for fulfilling all requirements for master’s degree in Education Leadership and Management.

Your responses are confidential. No individual teachers or their schools will be identified in my reports and your responses will also not be passed to your headteachers.

Please, I kindly request for your availability to complete this questionnaire.

PART I: BACKGROUND INFORMATION

Please provide the following information by ticking (using the sign: “x”) in the appropriate box.

1. Status of the school

Private school Public school Government aided school

2. School levels

Primary only 9Year Basic Education (9 YBE) 12Year Basic Education (12 YBE)

3. Your gender

Male female

4. Your age

How old are you?

5. Working Experience

How long have you been working as teacher in primary school?

How long have you been working in this school?

How long have you been working with this current headteacher in this school?

6. Academic and professional qualification

A2 in Education

A2 non-Education

A1 in Education

A1 non-Education

A0 in Education

A0 non-Education

A0 non-Education with Postgraduate in Education

Others (Specify).....

PART II: HEADTEACHER’S INSTRUCTIONAL LEADERSHIP PRACTICES

The response options range from 1 to 5 as follow: 1(never), 2 (rarely), 3 (sometimes), 4 (frequently), 5 (always). Identify your level of agreement to each statement by ticking (v) to the appropriate box frankly.

NO	ITEM:	RANGE				
		1	2	3	4	5
Defining and communicating school academic goals		1	2	3	4	5
1	My headteacher defines the school annual objectives together with teachers, other school leaders and School General Assembly committee (SGAC).					
2	My headteacher provide the opportunity to teachers to discuss the school annual objectives					
3	My headteacher holds meetings to discuss school annual objectives with teachers and other school members					
4	My headteacher keeps on reminding teachers and other school members the school annual objectives					
5	My headteacher refers to the school annual objectives to take curriculum decisions					
Managing the instructional program:		1	2	3	4	5
a) Planning and coordinating curriculum						
6	My headteacher participates in the review of curriculum materials					
7	My headteacher works collaboratively with teachers to attribute the subjects to be taught to every teacher					
8	My headteacher participates actively in provision of curriculum content, resources and teaching methods.					
9	My headteachers encourages teachers to refer to student evaluation results while selecting resources and methods to be					

	used.					
b) Supervising the instruction		1	2	3	4	5
10	My headteacher conducts classroom observations					
11	My headteacher plans the supervision activities together with teachers					
12	My headteacher ensures that the teaching objectives are consistent with stated annual objectives					
13	My headteacher provide constructive feedback with honest and openness to teachers following the classroom observations					
14	My headteacher values the input of the teacher during the post-observation discussion					
Promoting a positive school learning climate:						
a) Promoting Continuous Professional Development (CPD)						
15	My headteacher works with teachers to plan professional development activities					
16	My headteachers encourages teachers to take responsibilities for their own growth					
17	My headteachers ensures that the in-services activities (workshop, trainings, seminars) match with the teachers 'needs.					
18	My headteacher provides opportunities for teachers to share information gained from attended in-services activities.					
19	My headteacher encourages instructional collaboration among teachers					
20	My headteacher provides time to meet individual teacher to discuss about professional issues					
21	My headteacher encourages teachers to participate in observational visits to other schools to improve their teaching skills					
b) Providing incentives for teachers and learners		1	2	3	4	5

22	My headteacher sets up work structure that rewards and recognises teachers for their efforts.					
23	My headteacher sets up work structure that rewards and recognises students' academic achievement both within the class and before the school as a whole.					
c) Protecting the instructional time		1	2	3	4	5
24	My headteacher creates academic timetable before starting academic year					
25	My headteachers ensures that the timetable is adequately followed					
26	My headteacher ensures the minimum disturbance of teaching and learning time					
27	My headteacher ensures that the learners are occupied even during the absence of teacher in classroom					
d) Maintaining high visibility at school		1	2	3	4	5
28	My headteacher is available to teachers, learners, and parents					
29	My headteacher welcomes smoothly teachers to discuss the teaching and learning issues					
30	My headteacher's main focus is to support teaching and learning processes					
e) Developing and enforcing academic standards		1	2	3	4	5
31	My headteacher together with us teachers, set the requirement of mastery of a defined set of skills prior to entry into the following grade and					
32	My headteacher together with us, set requirement for increasing the numbers of students that are expected to master basic skills					

PART III: TEACHER PROFESSIONAL PRACTICES

The response options range from 1 to 5 as follow: 1(never), 2 (rarely), 3 (sometimes), 4 (frequently), 5 (always). Identify your level of agreement to each statement by ticking (v) to the appropriate box frankly.

NO	ITEM: Planning and preparation	1	2	3	4	5
1	I work together with my fellow teachers to select and understand curriculum content, teaching methods and teaching aids.					
2	When I plan my lessons, I refer to curriculum guides and refer to the advice from my fellow teachers.					
3	In classroom, I prepare and use adequate teaching resources to initiate active learning for my students and meet my teaching and learning objectives					
4	For each lesson I provide assessment for students					
The classroom environment		1	2	3	4	5
5	When I am teaching, I ensure the safe and orderly classroom environment that is organised and engages students in active learning.					
6	I interact with students and ensure the students interaction					
7	I monitor students' behaviour and respond to their misbehaviours					
8	I ensure the safety and arrangement of physical resources and their accessibility and good use of them to learning and teaching.					
9	At my school I establish a culture of learning which reduces the students' irregularities and avoids drop out					

Instruction		1	2	3	4	5
10	I do communicate clearly and accurately to students in teaching and learning process.					
11	I use a variety of questions and discussion techniques to help students be actively participating in class.					
12	I create high level of student's engagement in learning by assigning to them different activities either in group or individual and by working together to provide local instructional materials and resources.					
13	I engage in discussing with my fellow teachers about the learning development of specific students.					
14	I ensure productive use of time in classroom					
15	During each lesson I monitor and assess the students 'level of understanding of the content and make adjustment accordingly					
16	I regularly provide and monitor the homework					
Professional responsibilities		1	2	3	4	5
17	I continuously seek out new ideas about effective teaching and learning in my school					
18	I invite parents to discuss learning issues of their children to find out solutions together with them					
19	Being observed and observing my fellow teaching both help me to improve my teaching practices					
20	In my school we meet depending on the subjects taught to discuss about teaching and learning challenges we are facing and find out solutions.					

21	I regularly participate to para-school activities organised by the school, sector, and district					
22	I do advocate for students who are in special needs					
23	In my school, I contribute to decision-making					

If there is something you would like to share with me about your headteacher's support or your own professional practices that was not mentioned above, please share your comment here.

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Thank you for taking your time to complete this questionnaire. I greatly appreciate your contribution to this study.

APPENDIX E: Interview questions for headteachers

INTRODUCTION

Hello, my name is Jeannette NIRERE and I am master student at the University of RWANDA-College of Education. I am conducting research on *“Impact of Headteacher’ s Instructional Leadership on Teachers’ Professional Practices in Primary schools of Musanze District, Rwanda”*.

This research is purposively for fulfilling all requirements for master’s degree in Education Leadership and Management. First, I would like to thank you for participating in this interview. The interview is in line with my master’s research and the main purpose is to find out instructional leadership enacted by headteachers and investigate its impact on teachers’ professional practices in primary schools of Musanze district.

Before we begin, I would also like to let you know that your name and the identity of your school will remain anonymous and that information you will provide will be kept confidential and be used only for sole purpose of the research. You will however need to sign a consent form at the beginning and grant me a permission to record your responses. The interview will take approximately thirty minutes. Please feel free to stop me at any point and ask questions that may arise. Do you have any question before we begin? I am now going to switch the recorder on and be ready to start.

SECTION A: General information

Types of school:

Gender:

Highest degree

SECTION B: Interview questions

1. Can you please tell me briefly about this school and your role in it?
2. To ensure the good start of academic year, how do you prepare the beginning of your school year?
3. Referring on how you manage instructional program (Planning and coordinating curriculum, Supervising the instruction) and on how you Promote a positive school learning climate (promoting Continuous Professional Development (CPD), providing instructional resources, protecting the instructional time, maintaining high visibility at school); demonstrate how you support teachers to improve learning in order to achieve your school's annual objectives.
4. How can you link the support you provide to teachers and their professionalism (planning and preparation, the classroom environment, instruction, professional responsibilities)?
5. In your view, what else do you think contributes to the improvement of professional practices of your teachers in the school?

Thank you for participating in this interview!!!